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ABSTRACT

This report summarizes the 1990-91 State Performance Reports for the Chapter 1 (Education Consolidation and Improvement Act) local education agency (LEA) program and the Chapter 1 State Agency Neglected or Delinquent program. Chapter 1 represents the largest investment in elementary and secondary education of the Federal government. With the amendments of the Hawkins Stafford Act of 1988, Chapter 1 has added accountability for student outcomes and increased its mechanisms for involving local practitioners in decision making and involving parents in the educational program. Under reporting requirements, the data of this report give a picture of Chapter 1 participation at state and national levels. Over 5.5 million students participated in 1990-91. Nearly three-quarters of these students received instruction in reading and almost half received instruction in mathematics. This report is organized into four chapters: (1) participation information, (2) achievement information, (3) allocation and cost information, and (4) information on the neglected or delinquent program. Six appendixes provide technical background, information about data collection, and supplemental information. Forty-seven tables and an additional 25 in the appendixes and 16 figures illustrate the discussion. (SLD)

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A SUMMARY OF STATE CHAPTER 1 PARTICIPATION AND ACHIEVEMENT INFORMATION -- 1990-91

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A SUMMARY OF STATE CHAPTER 1 PARTICIPATION AND ACHIEVEMENT INFORMATION -- 1990-91

BETH SINCLAIR
BABETTE GUTMANN

PREPARED FOR:

Office of the Under Secretary

U.S. Department of Education

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1993

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We are also grateful to the Chapter 1 Coordinators in each State for their cooperation and assistance in verifying the information submitted on the State Performance Reports for 1990-91.

Several members of the Westat staff deserve our special recognition, including Catherine Abbott for assistance in preparing the report and Saunders Freeland for her expert typing of this report.

EXECUTIVE SUMMARY

BACKGROUND

Chapter 1 represents the single largest investment in elementary and secondary education by the Federal government. This Federal aid program was funded in 1990-91 at almost $5.4 billion. Since the passage of the authorizing legislation in 1965, almost $68 billion--89 percent of which was distributed under the Chapter 1 Basic Grants to Local Educational Agencies (LEAs) program--has been distributed to public school districts; about 90 percent of districts nationwide receive Chapter 1 funding.

What is now Chapter 1 evolved from landmark legislation, the Elementary and Secondary Education Act (ESEA) of 1965, which was the first major piece of legislation enacted as part of President Lyndon Johnson's War on Poverty. Title I of ESEA was the beginning of Federal aid to the nation's elementary and secondary schools. The intent of Title I was to provide financial assistance to local educational agencies serving areas with concentrations of children from low-income families so that the schools could expand and improve their educational programs.[1] The original ESEA Title I legislation was also the first major piece of social legislation to require an evaluation.

Enacted in 1967 as part of Title I of ESEA was the Formula Grants to States for Neglected or Delinquent Children program (State N or D). The purpose of this program was to provide financial assistance for compensatory education to State agencies directly responsible for providing free public education to children in institutions for neglected or delinquent children and juveniles in adult correctional institutions. The State N or D program has been included as part of all Title I legislation ever since.

In 1981, Title I was replaced by Chapter 1 of the Education Consolidation and Improvement Act (ECIA), which retained the basic intent of Title I but in a simpler, more flexible manner.

The Augustus F. Hawkins - Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988 (P.L. 100-297) repealed Chapter 1 of ECIA and made a number of important changes to Title I of ESEA. The amendments mandated accountability

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[1]Funds are first distributed to counties based primarily on counts of low-income children. The State is then responsible for allocating the funds to local districts based also on counts of low-income children. At the district level, schools are selected for Chapter 1 services based on their relative poverty levels; however, within eligible schools, services are delivered on the basis of children's educational rather than economic needs.

for student outcomes, created or strengthened mechanisms for involving local practitioners in State-level decisions and involving parents in the educational program, and required stronger coordination between Chapter 1 and other instruction within the schools.

CHAPTER 1 EVALUATION REQUIREMENTS

Evaluation requirements have been part of the Title I/Chapter 1 law since its inception, but States were not required to report to the Federal government in a uniform way until 1979. Beginning with the 1979-80 school year, each State educational agency (SEA) compiled reports from each of its public school districts, or an approved representative sample of its districts, and submitted a State report (known as the State Performance Report) to the U.S. Department of Education (ED).[2] The State Performance Report used for the 1990-91 school year is the third to incorporate the new provisions of P.L. 100-297.

Under the revised form, beginning with the 1988-89 school year, States are required to submit the following information annually to ED:

The Chapter 1 LEA Program

- the number of school districts receiving basic and concentration grants;
- the number of schools operating Chapter 1 programs;
- the number of public and nonpublic students eligible to participate in Chapter 1;
- the number of Chapter 1 participants by gender, racial/ethnic classification, and year of birth;
- the number of public, nonpublic, and local neglected or delinquent (N or D) participants by grade;
- the number of participants who are handicapped or limited English proficient;

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[2]If a State sampled its school districts for reporting participation and staffing information, the inclusion or exclusion of districts in any reporting year may account for fluctuations in the figures from year to year. The 1986-87 school year was the last year that any States reported participation and staffing information based on a sample of school districts.

- the number of public, nonpublic, and local N or D participants by type of instructional and supporting services received;
- the number of full-time equivalent (FTE) staff funded by Chapter 1 by category;
- the number of school districts and schools subject to school program improvement provisions;
- the number of schools operating schoolwide projects;
- the number of school districts operating innovation projects;
- achievement information in reading, mathematics, and language arts for an annual test cycle; and
- achievement scores for more advanced skills for reading and mathematics.

The Chapter 1 State Agency Neglected or Delinquent (N or D) Program

Number of participants:

- by gender;
- by age span by institutional designation (neglected, delinquent, and adult correctional);
- by service area by institutional designation;
- by race/ethnicity; and
- eligible for and receiving services.

REPORTING PROBLEMS

Although State Performance Report data has been collected and reported since the 1979-80 school year, in recent years concerns have been raised regarding the appropriate use and interpretation of the data. Some of these issues are examined below.

Data Quality

Although the yearly data submitted by the States goes through an extensive edit check process, data anomalies occur. For example:

- Since the 1979-80 school year, California has reported a figure that includes students in Chapter 1 programs plus those enrolled in State compensatory education programs. This combined figure overstates the actual number of Chapter 1 participants. To resolve this situation, in 1987, the U.S. Department of Education and the California State Department of Education reached an agreement to allocate to Chapter 1 only a portion of the total number of participants and staff in California, according to a formula based on the proportion of funding received from Federal versus State programs.[3] This adjustment serves as a proxy for actual counts of Chapter 1 students.

- For the last several years, Missouri's counts of Chapter 1 students by race/ethnicity, gender, year of birth, and grade have differed, and attempts have been made to reconcile these totals. Nevertheless, the total count of children has resulted in large year-to-year fluctuations in the count used for this report. State officials have said that they believe that the reported data are sufficiently accurate if the total counts are within 10 percent of each other.

- For the 1990-91 school year, Texas reported serving a total of 512 LEP students under Chapter 1. Although this figure did not appear reasonable, State officials were unable to revise it. Therefore, the figure reported for 1989-90 (86,866) was used as a proxy.

- Several States do not appear to be collecting actual information on participants' year of birth from school districts. Instead, for the purposes of Federal reporting, birth years are estimated for different grade levels.

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[3]For a given year, a percentage is determined by dividing California's Chapter 1 funding by the sum of its Chapter 1 and State Compensatory Education (SCE) funding (Chapter 1/ ((Chapter 1 + SCE)). The resulting percentage is then applied to the reported number of participants and staff in order to estimate the number of Chapter 1 participants and staff in California. This percentage has ranged from 70.5 percent in 1979-80 to 85.7 percent in 1990-91.

The Chapter 1 Implementation Study[4] collected district level achievement information and, in the course of this data collection, determined that many Chapter 1 coordinators are not well grounded in standardized testing and how to assess the completeness of test score information. This may result in the submission of incomplete or implausible information. Examples include:

- Districts submitted data where the number of Chapter 1 students pretested was greater than the number of students enrolled in Chapter 1; and
- The number of students reported by the district with matched pre- and posttest scores exceeded the number of students pretested.

Since the same Chapter 1 coordinators are also responsible for compiling and reporting the achievement data for the State Performance Reports, it is possible that these data have similar problems.

Unit of Analysis

Although the data presented in this report provide a picture of Chapter 1 participation at the national and State levels, it is limited in several respects. First, the smallest unit of analysis available is the State level. It is not possible to examine Chapter 1 participation by individual district or analyze the data in conjunction with other databases at the LEA level (such as the Common Core of Data or the General Education Provisions Act (GEPA) Section 406A data collection). Second, since the data collected are not matched information, it is not possible to perform student-level analysis (e.g., service delivery by grade or achievement results by gender). Similarly, we know how many students received each instructional and supporting service, but do not know how many of the services each individual student received. Finally, the instructional and supporting service data do not give any indication of the intensity of services received by each student.

Use of Norm Referenced Tests (NRTs)

While NRTs have a number of strengths (particularly that they can produce objective, reliable information for an investment of relatively little time and money), the NRT achievement data collected by the State Performance Reports do not reflect the advances made in cognitive science in recent years. Unlike the NRTs, newer student assessment instruments evaluate the student's ability to synthesize information and demonstrate their

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[4]The Chapter 1 Implementation Study: Interim Report, Abt Associates, 1992.

skills in solving real-world problems. Also, the State Performance Reports' dependence on a normative standard has been questioned. Setting program goals toward average performance of other students can limit what is expected and what is taught. In addition, the present reporting system does not fully support the legislative mandate to examine advanced skills. Reporting reading comprehension and mathematics applications/problem solving subtests falls short of the mandate. Although these subtests approach an assessment of advanced skills, the multiple choice format limits the student to one problem solving strategy rather than applying the variety of skills necessary to answer open-ended questions.

There are substantial limitations to using NRTs to select schools for program improvement. Currently a school is targeted for program improvement if the aggregate achievement scores of Chapter 1 students show no change or decline over the course of the year. However, because of the tests' relatively large standard error, some schools are identified for program improvement -- only to show a score gain without any intervention. Many program improvements may take longer than an academic year to be reflected in results--and implementation of reforms sometimes causes an initial decline in test scores. Moreover, narrow emphasis on scores can encourage coaching students to score well on the test, rather than focusing on mastering the curriculum. Finally, the NRTs provides little guidance on how to improve individual instruction or modify school programs.

Alternative Chapter 1 Data

Many of the problems discussed above are absent from the Congressionally-mandated Prospects study, which measures the characteristics and achievement of a nationally representative cohort of Chapter 1 and non-Chapter 1 participants. The use of common participation and achievement measures provides reliable point-in-time and longitudinal data for analysis of the school poverty, parent involvement, teacher preparation, the range of programs offered to students, and other factors influencing student achievement.

Differences in the methods used to collect State-reported versus Prospects data are reflected in analyses and findings. While State-reported data indicate pre- to posttest gains for Chapter 1 students in reading, math, and other areas between 1991 and 1992, comparable national data in Prospects show relatively little change, overall, in student achievement with Chapter 1 students failing to close the achievement gap with other students and unlike the State-reported data which cannot be disaggregated below the State level, Prospects identifies lagging student achievement as a particular problem in schools with high concentrations of poverty.

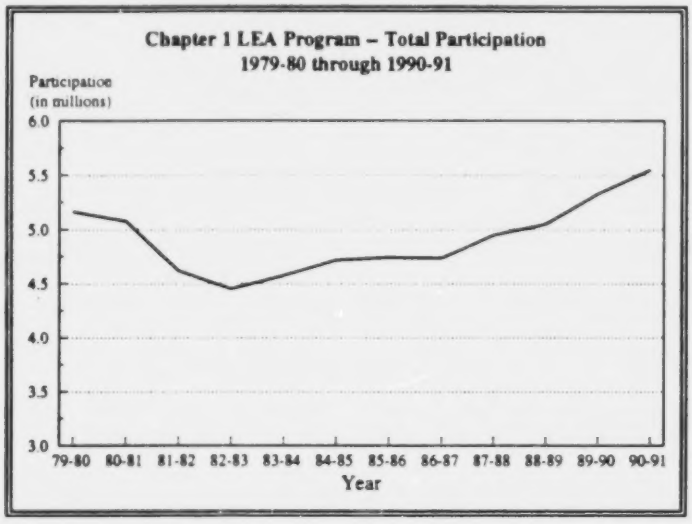
SUMMARY OF DATA SUBMITTED ON THE 1990-91 STATE PERFORMANCE REPORTS

This report summarizes the 1990-91 State Performance Reports for the Chapter 1 LEA program and the Chapter 1 State Agency Neglected or Delinquent program.[5,6]

CHAPTER 1 PARTICIPATION PATTERNS

Overall Participation Patterns

- After earlier declines in the number of students participating in Chapter 1 (1980-1983), States reported that participation increased to a level of over 5.5 million students in 1990-91 (5,252,141 public, 157,501 nonpublic, and 138,069 local N or D). This total exceeded the previous high of over 5.3 million participants reported in 1989-90.

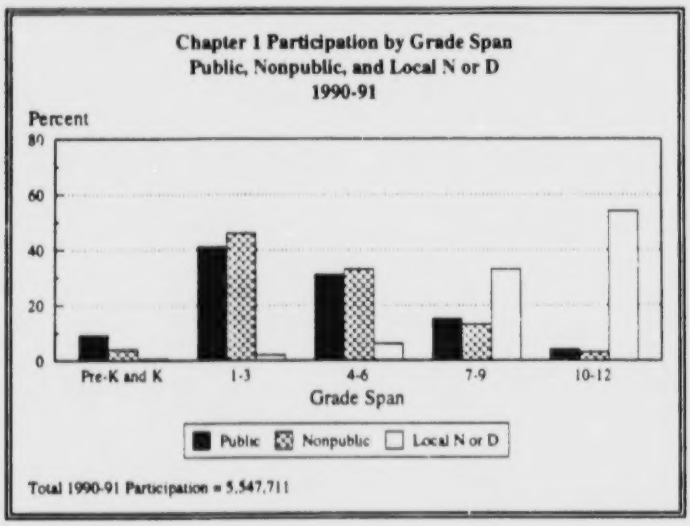


[5]State performance reports were received from the 50 States, the District of Columbia, Puerto Rico, and the Bureau of Indian Affairs.

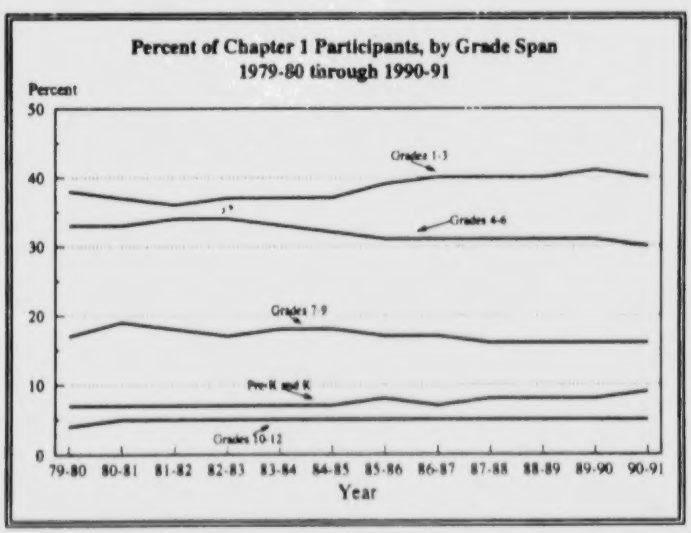
[6]The Chapter 1 State Neglected or Delinquent program, administered through State corrections and youth agencies, serves youths in State-operated adult and juvenile correctional facilities and in facilities for neglected children. The State N or D program differs from the local N or D program, in which local and privately operated corrections and juvenile facilities receive services through LEAs.

Grade-Level Participation

- In 1990-91, public and nonpublic student participation was concentrated in the elementary grades, and local N or D participation was primarily in the secondary grades.



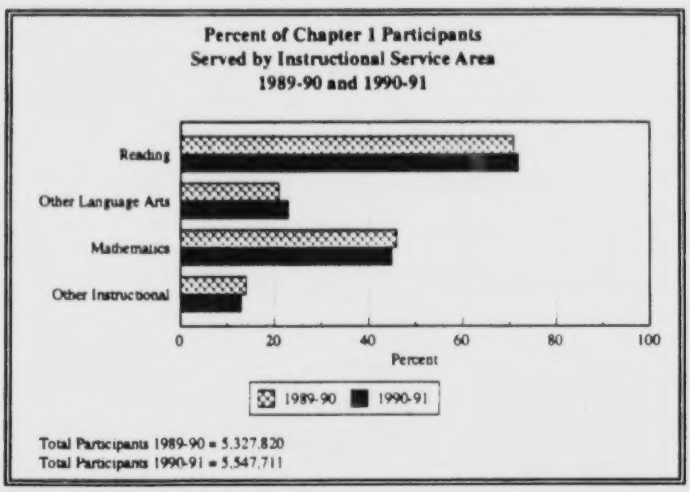
- The distribution of participants by grade level remained virtually unchanged over the last twelve years, while the overall participation increased substantially.



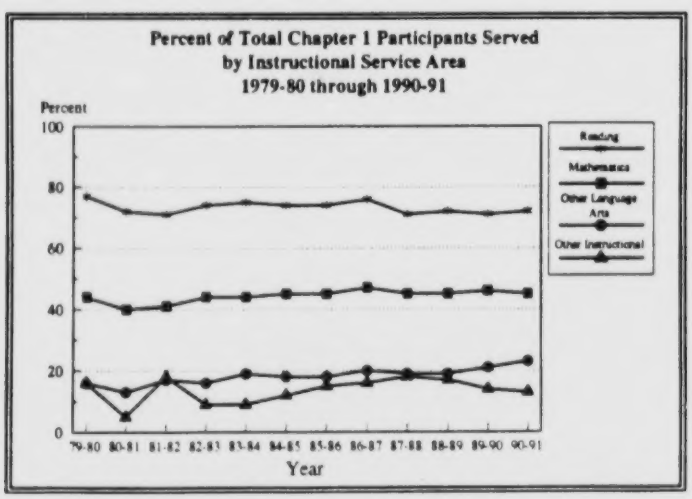
CHAPTER 1 SERVICE PATTERNS

Instructional Services

- During 1990-91, States reported that nearly three-quarters (72 percent) of Chapter 1 participants received instruction in reading, and almost one-half (45 percent) received instruction in mathematics.

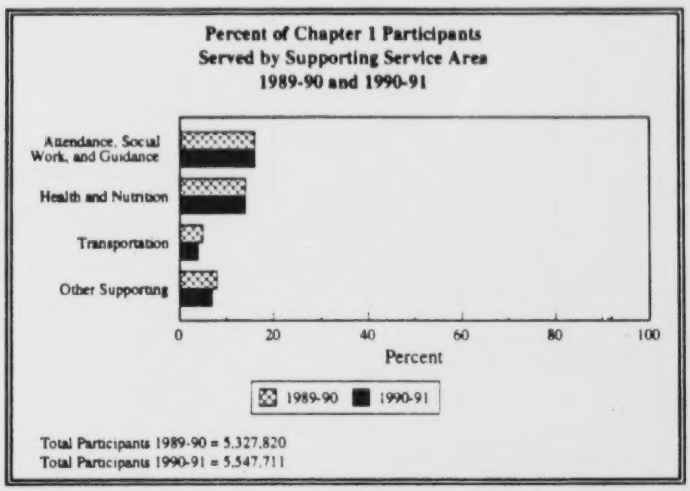


- Service patterns in reading and mathematics remained fairly constant over the twelve-year period, while the category of other instructional services has shown some fluctuation from year to year and the provision of other language arts has increased over the years.

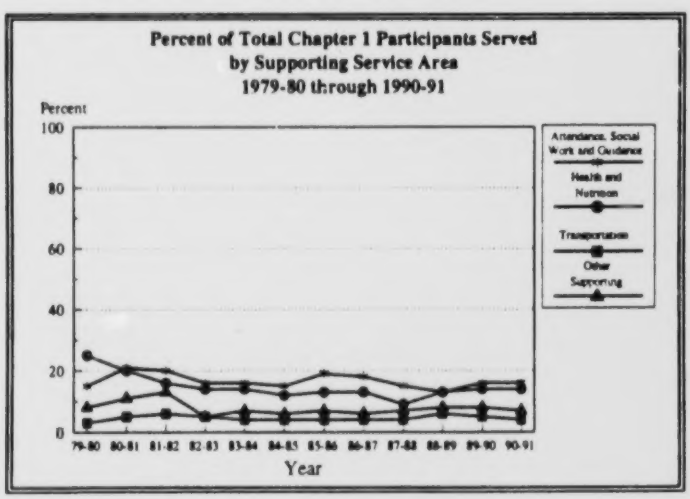


Supporting Services

- As in previous years, in 1990-91, fewer participants received supporting services than received instructional services. In 1990-91, 16 percent of Chapter 1 participants received attendance, social work, and guidance services and 14 percent of participants received health and nutrition services.

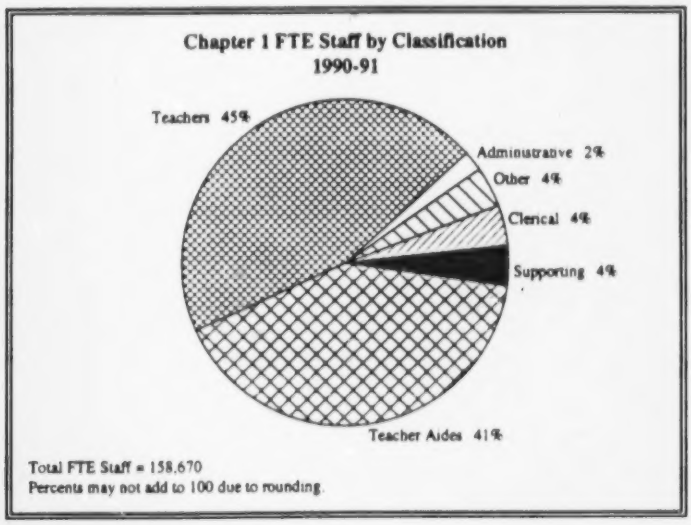


- The percentage of Chapter 1 students receiving supporting services fluctuated more over the twelve-year period than the percentage of participants receiving instructional services.

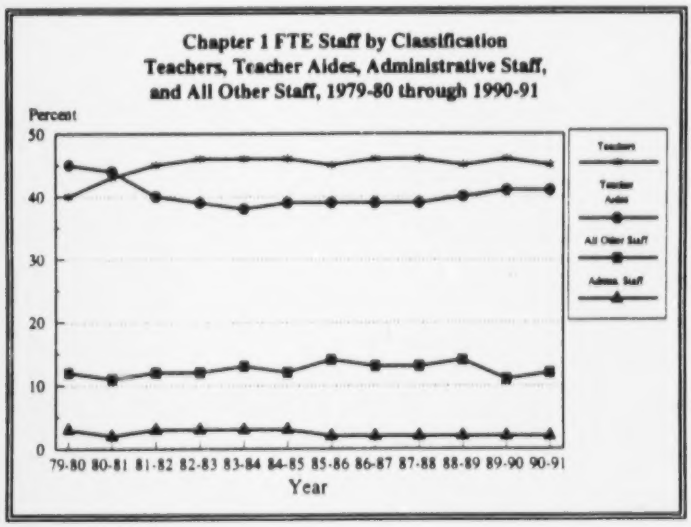


CHAPTER 1 STAFFING PATTERNS

- Almost one-half of the staff funded by Chapter 1 in 1990-91 were teachers. Teachers and teacher aides constituted 86 percent of the total staff funded by Chapter 1 dollars.



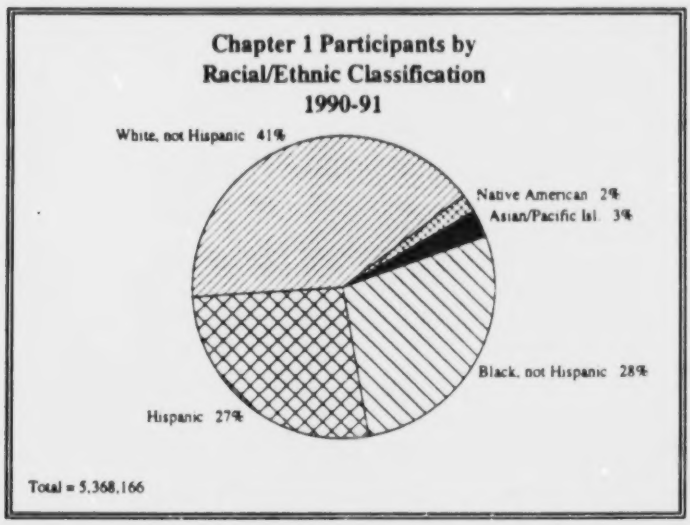
- The percentage distribution of staff across categories has remained constant since 1981-82.



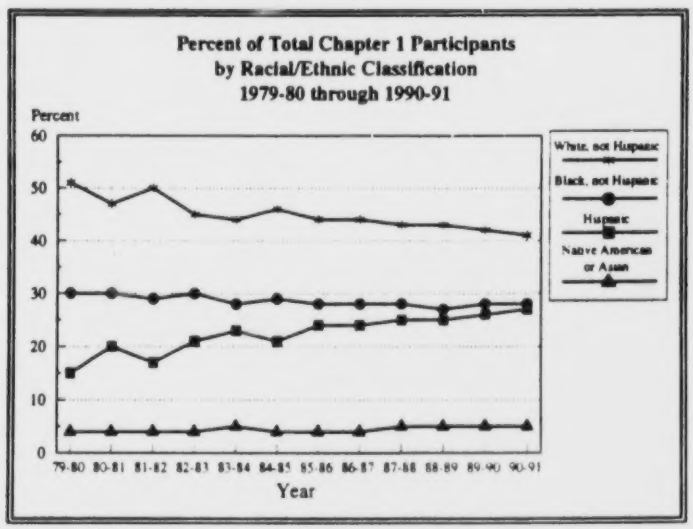
CHARACTERISTICS OF CHAPTER 1 STUDENTS

Racial/Ethnic Classification

- In 1990-91, 41 percent of the Chapter 1 participants were white, not Hispanic.



- In the twelve-year period from 1979-80 through 1990-91, the percentage of Hispanic Chapter 1 participants increased from 15 to 27 percent, while the percentage of white, not Hispanic Chapter 1 participants has decreased from 51 to 41 percent.



Gender

- Fifty-four percent of Chapter 1 participants were male.

Participants with Disabilities and Limited English Proficiency (LEP)

- In 1990-91, 49 States, Puerto Rico, and the Bureau of Indian Affairs reported the number of students with disabilities receiving Chapter 1 services. Among these States, 5 percent of their Chapter 1 participants were classified as having disabilities.

- Forty-nine States, the District of Columbia, Puerto Rico, and the Bureau of Indian Affairs reported the number of LEP students receiving Chapter 1 services. Among these States, 18 percent of their Chapter 1 participants were classified as limited English proficient.

Percent of Eligible Students Served[7]

- The 50 States, the District of Columbia, Puerto Rico, and the Bureau of Indian Affairs reported the number of public students eligible, and 49 States, the District of Columbia, and Puerto Rico reported the number of nonpublic students eligible for Chapter 1

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[7]The number of public and nonpublic students eligible to participate in Chapter 1 includes public and nonpublic students located in all eligible public school attendance areas during the regular school year who were educationally disadvantaged as defined by local standards (i.e., children whose educational attainment is below the level that is appropriate for children of their age).

Section 1013 of Chapter 1 and §200.30 of the regulations require an LEA to conduct its projects in attendance areas selected on the basis of an annual ranking of all eligible attendance areas. Eligible Chapter 1 attendance areas are those with high concentrations of children from low-income families.

Section 1014 of Chapter 1 and §200.31 of the regulations require an LEA to conduct an annual assessment of educational needs that identifies educationally deprived children in all eligible attendance areas. "Educationally deprived children" means children whose educational attainment is below the level that is appropriate for children of their age.

services. Among these States, 62 percent of public and 64 percent of nonpublic students identified as eligible to participate in the Chapter 1 program received services.[8]

SCHOOLWIDE AND INNOVATION PROJECTS

- A total of 1,629 schoolwide projects were reported by 40 States, Puerto Rico, and the Bureau of Indian Affairs.

- Twenty-seven States, Puerto Rico, and the Bureau of Indian Affairs reported 371 LEAs operated innovation projects in 1990-91.

ACHIEVEMENT INFORMATION FOR THE CHAPTER 1 LEA PROGRAM

Number of States Reporting

- Forty States, the District of Columbia, Puerto Rico, and the Bureau of Indian Affairs submitted annual basic skills reading achievement data, and 40 States, the District of Columbia, Puerto Rico, and the Bureau of Indian Affairs submitted annual basic skills mathematics data.

  Annual advanced skills achievement data were submitted by 47 States, the District of Columbia, and the Bureau of Indian Affairs in reading comprehension and by 48 States, the District of Columbia, and the Bureau of Indian Affairs in mathematics problems and applications. In addition, 35 States and the Bureau of Indian Affairs reported basic skills other language arts data.

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[8]National eligibility figures should be viewed with caution. Seven States (California, Delaware, Hawaii, New Jersey, Rhode Island, Texas, and the Bureau of Indian Affairs) reported that all eligible public students received services and 10 States (California, Delaware, District of Columbia, Idaho, Kansas, New Jersey, Pennsylvania, Tennessee, Texas, and West Virginia) reported that all eligible nonpublic students were served.

BASIC SKILLS ACHIEVEMENT

Number of Chapter 1 Students Tested

- In the States that reported data, a total of 1,378,917 Chapter 1 students were tested in basic skills reading, 802,855 Chapter 1 students were tested in basic skills mathematics, and 241,177 Chapter 1 students were tested in other language arts.

Achievement Results

- Among Chapter 1 students tested in reading, posttest scores were higher than pretest scores at every grade level. Pretest to posttest percentile increases ranged from 3 to 8, with the highest increases for Chapter 1 students in grades 2 through 4. Pretest percentiles ranged from 15 in grade 12 to 20 in grades 3, 4, 5, 6, 8, and 9. Posttest percentiles ranged from 19 in grade 12 to 26 in grades 2 and 4.

- Among Chapter 1 students tested in mathematics, posttest scores were higher than pretest scores at every grade level. Pretest to posttest percentile increases ranged from 3 in grades 8, 9, and 11 to 14 in grade 2. The largest increases occurred in grades 2 through 6. Pretest percentiles ranged from 19 in grade 12 to 24 in grade 10, while posttest percentiles ranged from 24 in grade 12 to 35 in grade 2.

- Among Chapter 1 students tested in other language arts, posttest scores were higher than pretest scores at every grade level. Pretest to posttest percentile increases ranged from 1 in grade 12 to 7 in grade 3. Pretest percentiles ranged from 18 in grades 3, 6, and 12 to 21 in grades 9 through 11. Posttest percentiles ranged from 19 in grade 12 to 25 in grades 2 and 3.

ADVANCED SKILLS ACHIEVEMENT

Number of Chapter 1 Students Tested

- In the States that reported data, a total of 1,749,158 Chapter 1 students were tested in advanced skills reading (reading comprehension), and 1,093,300 Chapter 1 students were tested in advanced skills mathematics (problems and applications) on an annual cycle.

Achievement Results

- For Chapter 1 students tested in reading comprehension, posttest scores were higher than pretest scores at every grade level. Pretest to posttest percentile increases in advanced skills reading ranged from 1 in grade 12 to 7 in grade 2. Pretest percentiles ranged from 18 in grade 2 to 21 in grades 5 through 8. Posttest percentiles ranged from 20 in grade 12 to 25 in grades 2 through 4.

- For Chapter 1 students tested in problems and applications, posttest scores were higher than pretest scores at every grade level. Pretest to posttest percentile increases in advanced skills mathematics ranged from 1 in grade 12 to 7 in grade 2. Pretest percentiles ranged from 18 in grade 10 to 25 in grades 2 and 12. Posttest percentiles ranged from 21 in grade 10 to 32 in grade 2.

PROGRAM IMPROVEMENT

- Nationally, 20 percent of Chapter 1 schools were identified for program improvement in 1990-91 because the Chapter 1 students in those schools showed no change or showed a decline in aggregate achievement scores over the course of the year.

ALLOCATION AND COST INFORMATION FOR THE CHAPTER 1 LEA PROGRAM

Chapter 1 LEA Program Allocations

- Allocations for the Chapter 1 LEA program to the 50 States, the District of Columbia, Puerto Rico, and the Bureau of Indian Affairs for 1990-91 totaled approximately $4.8 billion, an 18 percent increase from the 1989-90 allocations of slightly over $4.0 billion.

Chapter 1 Allocation Per Participant

- The average allocation per participant under the Chapter 1 LEA program was $857 in 1990-91. This figure represents a 14 percent increase from 1989-90's figure of $753.

Concentration Grants

- Concentration grants are designed to augment basic grants in LEAs with very high concentrations of children from low-income families. Across the 50 States, the District of Columbia, and Puerto Rico, over 6,000 LEAs received concentration grants in 1990-91.

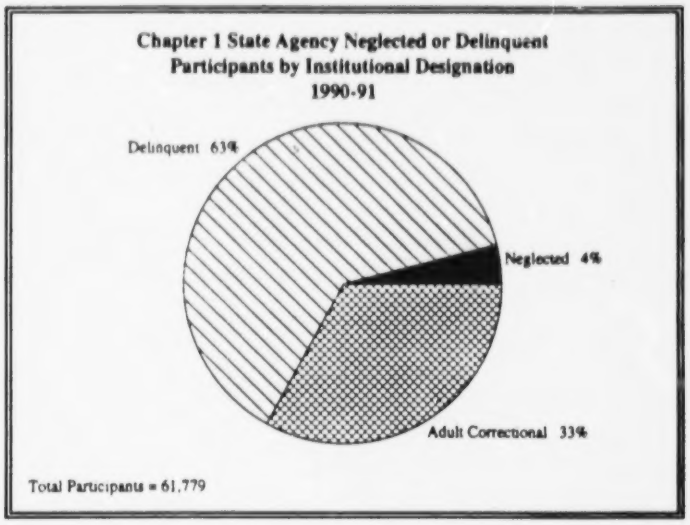
State Program Improvement Grants

- State Program Improvement grants are distributed to LEAs for use in establishing and implementing program improvement plans. Thirty-three States and Puerto Rico received grants of more than $90,000 (the minimum grant amount), and two States (California and New York) received grants of greater than $1.0 million. The remaining 17 States received $90,000.

INFORMATION ON THE CHAPTER 1 STATE AGENCY NEGLECTED OR DELINQUENT PROGRAM

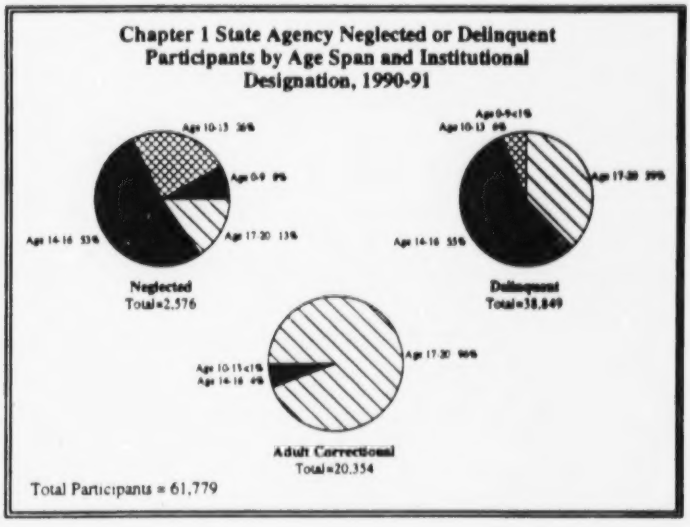
Participation by Institutional Designation

- Sixty-three percent of the State Agency N or D participants were classified as delinquent, 33 percent were classified as adult correctional, and 4 percent were classified as neglected.



Participation by Age Span

- Fifty-seven percent of the State Agency N or D participants were 17 through 20 years old. By institutional designation, neglected and delinquent participants were concentrated in the 14-16 age span and adult correctional participants were concentrated in the 17-20 age span.



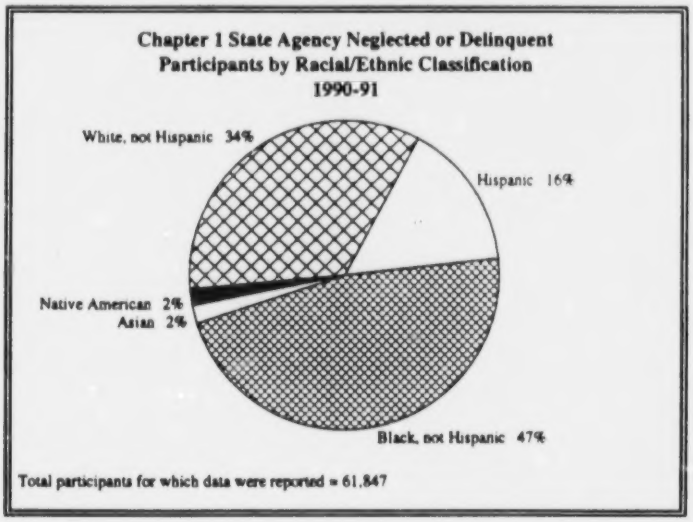
Participation by Service Area

- About two-thirds of the State Agency N or D participants received reading and about two-thirds received mathematics instruction.

- Attendance, social work, and guidance is the only supporting service provided to a substantial number of State Agency N or D participants.

Characteristics of State Agency N or D Participants

- Forty-seven percent of the State Agency N or D participants were black, not Hispanic and 91 percent were male.


Chapter 1 State Agency Neglected or Delinquent
Participants by Racial/Ethnic Classification
1990-91
White, not Hispanic 34%
Hispanic 16%
Native American 2%
Asian 2%
Black, not Hispanic 47%
Total participants for which data were reported = 61,847

Percent of Eligible Participants Receiving Chapter 1 Services

- The 50 States, the District of Columbia, and Puerto Rico reported 104,024 students as eligible to participate in the State Agency N or D program. Fifty-nine percent of eligible participants received State Agency N or D services in 1990-91.

Chapter 1 State Agency N or D Allocations

- The total allocation for the Chapter 1 State Agency N or D program in 1990-91 was $32.8 million.

ORGANIZATION OF REPORT

This report is organized into four chapters and six appendices. The first chapter presents participation information on the LEA program for 1990-91, a comparison of these data with the data for 1989-90 (when appropriate), and trend information starting with the 1979-80 school year. Chapter 2 provides achievement data for the LEA Program in 1990-91 as well as trends in achievement since 1979-80. Chapter 3 presents funding information for the Chapter 1 LEA program, and Chapter 4 provides participation and funding information for the Chapter 1 State Agency Neglected or Delinquent program for 1990-91.

The methodology used to prepare this report is described in Appendix A. Other appendices include: a copy of the data collection form used beginning with the 1988-89 school year (Appendix B); state-by-state listings of selected Chapter 1 participation, service, staffing, and demographic information for 1979-80 through 1990-91 (Appendix C); additional achievement data for the Chapter 1 LEA program in 1990-91 (Appendix D); national achievement information for 1990-91 and the twelve year period from 1979-80 through 1990-91 expressed in normal curve equivalents (Appendix E); and an explanation of percentile ranks and normal curve equivalents (Appendix F).

TABLE OF CONTENTS

Page

Executive Summary iii

Chapter 1. Participation Information for the Chapter 1 LEA Program 1

- Chapter 1 Participation Patterns 1
- Chapter 1 Service Patterns 11
- Chapter 1 Staffing Patterns 21
- Characteristics of Chapter 1 Students 27
- Schoolwide and Innovation Projects 41

Chapter 2. Achievement Information for the Chapter 1 LEA Program 45

- Use of Norm Referenced Tests 45
- Number of States Reporting 46
- Basic Skills Achievement 47
- Advanced Skills Achievement 48
- Program Improvement 49

Chapter 3. Allocation and Cost Information for the Chapter 1 LEA Program 55

- Chapter 1 LEA Program Allocations 55
- Chapter 1 Allocation Per Participant 56
- Concentration Grants 56
- State Program Improvement Grants 57

Chapter 4. Information on the Chapter 1 State Agency Neglected or Delinquent Program 63

- Participation by Institutional Designation 63
- Participation by Age Span 64
- Participation by Service Area 64
- Characteristics of State Agency N or D Participants 65
- Percent of Eligible Participants Receiving Chapter 1 Services 66
- Chapter 1 State Agency N or D Allocations 66

Contents (continued)

	Page
Appendix A. Methodology	A-1
Appendix B. Data Collection Form, School Year 1990-91	B-1
Appendix C. Selected Chapter 1 Participation, Service, Staffing, and Demographic Information	C-1
Appendix D. Additional Achievement Information for 1990-91	D-1
Appendix E. National Achievement Information from 1979-80 to 1990-91 Expressed in Percentiles	E-1
Appendix F. National Achievement Information for 1990-91 and 1979-80 to 1990-91 Expressed in Normal Curve Equivalents	F-1
Appendix G. Percentile Ranks and Normal Curve Equivalents	G-1

LIST OF TABLES

		Page
Table 1.1	Chapter 1 Participants: Public, Nonpublic, Local Neglected or Delinquent, and Total -- 1979-80 to 1990-91	5
Table 1.2	Number and Percent of Chapter 1 Public, Nonpublic, and Local N or D Participants, by State -- 1990-91	6
Table 1.3	Chapter 1 Participants by Grade Span, Public, Nonpublic, Local N or D, and Total -- 1989-90 and 1990-91	7
Table 1.4	Public School Enrollment and Chapter 1 Public Participation for Pre-K through Grade 6; and Grades 7 through 12, 1990-91	9
Table 1.5	Percent of Total Chapter 1 Participants by Grade Span 1979-80 through 1990-91	10
Table 1.6	Total Chapter 1 Participants by Service Area -- 1989-90 and 1990-91	16
Table 1.7	Percent of Total Chapter 1 Participants Served, by Service Area -- 1979-80 to 1990-91	17
Table 1.8	Chapter 1 Public School Participants by Service Area -- 1989-90 and 1990-91	18
Table 1.9	Chapter 1 Nonpublic School Participants by Service Area -- 1989-90 and 1990-91	19
Table 1.10	Chapter 1 Local Neglected or Delinquent Participants by Service Area -- 1989-90 and 1990-91	20
Table 1.11	Chapter 1 FTE Staff by Classification -- 1989-90 and 1990-91	23
Table 1.12	Number and Percent of Chapter 1-Funded FTE Staff Who Were Teachers and Teacher Aides, 1990-91	24
Table 1.13	Chapter 1 FTE Teachers and Teacher Aides -- 1979-80 through 1990-91	25

Tables (continued)

		Page
Table 1.14	Number of Chapter 1 Participants Per Chapter 1-Funded Teacher and Teacher Aide 1990-91	26
Table 1.15	Chapter 1 Participants by Racial/Ethnic Classification -- 1989-90 and 1990-91	31
Table 1.16	Number and Percent of Chapter 1 Participants by Racial/Ethnic Classification and State, 1990-91	32
Table 1.17	Number and Percent of Chapter 1 Participants by Racial/Ethnic Classification, 1979-80 through 1990-91	33
Table 1.18	Chapter 1 Participants by Year of Birth -- 1989-90 and 1990-91	34
Table 1.19	Chapter 1 Participants by Gender -- 1989-90 and 1990-91	35
Table 1.20	Number and Percent of Public Chapter 1 Students Eligible, by State, 1989-90 and 1990-91	36
Table 1.21	Number and Percent of Nonpublic Chapter 1 Students Eligible, by State, 1989-90 and 1990-91	37
Table 1.22	Number and Percent of Total Chapter 1 Participants with Disabilities, 1989-90 and 1990-91	38
Table 1.23	Number and Percent of Total Chapter 1 Participants with Limited English Proficiency, 1989-90 and 1990-91	39
Table 1.24	Number of Schools with Schoolwide Projects, by State, 1989-90 and 1990-91	43
Table 1.25	Number of LEAs Operating Innovation Projects, by State, 1989-90 and 1990-91	44
Table 2.1	Basic Skills Reading Achievement Results for Chapter 1 Students Tested on an Annual Cycle -- 1990-91	50

Tables (continued)

		Page
Table 2.2	Basic Skills Mathematics Achievement Results for Chapter 1 Students Tested on an Annual Cycle -- 1990-91	50
Table 2.3	Basic Skills Other Language Arts Achievement Results for Chapter 1 Students Tested on an Annual Cycle -- 1990-91	51
Table 2.4	Advanced Skills Reading Achievement Results for Chapter 1 Students Tested on an Annual Cycle -- 1990-91	52
Table 2.5	Advanced Skills Mathematics Achievement Results for Chapter 1 Students Tested on an Annual Cycle -- 1990-91	52
Table 2.6	Number and Percent of Chapter 1 Schools Identified for Program Improvement, by State, 1989-90 and 1990-91	53
Table 2.7	Number of LEAs with Schools Identified for Program Improvement 1989-90 and 1990-91	54
Table 3.1	Chapter 1 LEA Program Allocations and Participation 1989-90 and 1990-91	58
Table 3.2	Allocation Per Participant for the Chapter 1 LEA Program -- 1989-90 and 1990-91	59
Table 3.3	Number of LEAs Receiving Basic Grants and Number of LEAs Receiving Basic Grants that Also Received Concentration Grants, by State, 1990-91	60
Table 3.4	State Program Improvement Grants, by State, 1990-91	61
Table 4.1	Chapter 1 State Agency Neglected or Delinquent Students by Institutional Designation, 1990-91	67
Table 4.2	Total Chapter 1 State Agency Neglected or Delinquent Students by Age Span -- 1989-90 and 1990-91	67

Tables (continued)

		Page
Table 4.3	Neglected, Delinquent, and Adult Correctional Chapter 1 State Agency Neglected or Delinquent Students by Age Span -- 1989-90 and 1990-91	68
Table 4.4	Total Chapter 1 State Agency Neglected or Delinquent Students Receiving Chapter 1 Services by Service Area -- 1990-91	69
Table 4.5	Neglected, Delinquent, and Adult Correctional Chapter 1 State Agency Neglected or Delinquent Students Receiving Chapter 1 Services by Service Area -- 1990-91	70
Table 4.6	Chapter 1 State Agency Neglected or Delinquent Students by Racial/Ethnic Classification -- 1989-90 and 1990-91	71
Table 4.7	Chapter 1 State Agency Neglected or Delinquent Students by Gender -- 1989-90 and 1990-91	72
Table 4.8	Number and Percent of Eligible State Agency N or D Participants Receiving Chapter 1 Services, by State, 1990-91	73
Table 4.9	Chapter 1 Allocations for the State Agency Neglected or Delinquent Program -- 1989-90 and 1990-91	74
Table C.1	Chapter 1 Total Participants by Grade -- 1989-90 and 1990-91	C-3
Table C.2	Chapter 1 Public Participants by Grade -- 1989-90 and 1990-91	C-4
Table C.3	Chapter 1 Nonpublic Participants by Grade -- 1989-90 and 1990-91	C-5
Table C.4	Chapter 1 Local N or D Participants by Grade -- 1989-90 and 1990-91	C-6
Table C.5	Number and Percent of Total Chapter 1 Participants by Grade Span and by State, 1979-80 through 1990-91	C-7
Table C.6	Number and Percent of Chapter 1 Public and Nonpublic Participants Who Received Reading and Mathematics, by State, 1979-80 through 1990-91	C-25

Tables (continued)

		Page
Table C.7	Number and Percent of Chapter 1-Funded FTE Staff by Classification and by State -- 1979-80 through 1990-91	C-43
Table C.8	Number and Percent of Chapter 1 Participants by Racial/Ethnic Classification and by State -- 1979-80 through 1990-91	C-61
Table D.1	Basic Skills Reading Achievement Information for Chapter 1 Participants Tested on an Annual Cycle, by Grade and State -- 1990-91	D-3
Table D.2	Basic Skills Mathematics Achievement Information for Chapter 1 Participants Tested on an Annual Cycle, by Grade and State -- 1990-91	D-14
Table D.3	Basic Skills Other Language Arts Achievement Information for Chapter 1 Participants Tested on an Annual Cycle, by Grade and State -- 1990-91	D-25
Table D.4	Advanced Skills Reading Achievement Information for Chapter 1 Participants Tested on an Annual Cycle, by Grade and State -- 1990-91	D-36
Table D.5	Advanced Skills Mathematics Achievement Information for Chapter 1 Participants Tested on an Annual Cycle, by Grade and State -- 1990-91	D-47
Table D.6	Number of Chapter 1 Participants Receiving Reading and Mathematics Services, and Number of Chapter 1 Participants Tested, by Subject Area and by Grade -- 1990-91	D-58
Table E.1	Basic Skills Reading Achievement Posttest Percentiles and Changes from Pretest in Percentile Ranks for Chapter 1 Students Tested on an Annual Cycle -- 1979-80 to 1990-91	E-3
Table E.2	Basic Skills Mathematics Achievement Posttest Percentiles and Changes from Pretest in Percentile Ranks for Chapter 1 Students Tested on an Annual Cycle -- 1979-80 to 1990-91	E-4

Tables (continued)

		Page
Table E.3	Basic Skills Reading Achievement Pretest Percentiles for Chapter 1 Students Tested on an Annual Cycle -- 1979-80 to 1990-91	E-5
Table E.4	Basic Skills Mathematics Achievement Pretest Percentiles for Chapter 1 Students Tested on an Annual Cycle -- 1979-80 to 1990-91	E-5
Table F.1	Basic Skills Reading Achievement Results Expressed in NCEs for Chapter 1 Students Tested on an Annual Cycle -- 1990-91	F-3
Table F.2	Basic Skills Mathematics Achievement Results Expressed in NCEs for Chapter 1 Students Tested on an Annual Cycle -- 1990-91	F-3
Table F.3	Basic Skills Other Language Arts Achievement Results Expressed in NCEs for Chapter 1 Students Tested on an Annual Cycle -- 1990-91 . . .	F-4
Table F.4	Advanced Skills Reading Achievement Results Expressed in NCEs for Chapter 1 Students Tested on an Annual Cycle -- 1990-91	F-5
Table F.5	Advanced Skills Mathematics Achievement Results Expressed in NCEs for Chapter 1 Students Tested on an Annual Cycle -- 1990-91	F-5
Table F.6	Basic Skills Reading Achievement NCE Gain Scores for Chapter 1 Students Tested on an Annual Cycle -- 1979-89 to 1990-91	F-6
Table F.7	Basic Skills Mathematics Achievement NCE Gain Scores for Chapter 1 Students Tested on an Annual Cycle -- 1979-89 to 1990-91	F-6

LIST OF FIGURES

		Page
Figure 1.1	Chapter 1 LEA Program -- Total Participation 1979-80 through 1990-91	1
Figure 1.2	Chapter 1 Participation by Grade Span Public, Nonpublic, and Local N or D, 1990-91	2
Figure 1.3	Percent of Total Public School Enrollment Receiving Chapter 1 Services by State, 1990-91	3
Figure 1.4	Percent of Chapter 1 Participants, by Grade Span 1979-80 through 1990-91	4
Figure 1.5	Percent of Chapter 1 Participants Served by Instructional Service Area 1989-90 and 1990-91	11
Figure 1.6	Percent of Total Chapter 1 Participants Served by Instructional Service Area 1979-80 through 1990-91	12
Figure 1.7	Percent of Chapter 1 Participants Served by Supporting Service Area 1989-90 and 1990-91	13
Figure 1.8	Percent of Total Chapter 1 Participants Served by Supporting Service Area 1979-80 through 1990-91	14
Figure 1.9	Chapter 1 FTE Staff by Classification 1990-91	21
Figure 1.10	Chapter 1 FTE Staff by Classification Teachers, Teacher Aides, Administrative Staff, and All Other Staff, 1979-80 through 1990-91	22
Figure 1.11	Chapter 1 Participants Compared to All Students Enrolled in Public Schools by Racial/Ethnic Classification	27
Figure 1.12	Percent of Total Chapter 1 Participants by Racial/Ethnic Classification 1979-80 through 1990-91	28
Figure 4.1	Chapter 1 State Agency Neglected or Delinquent Participants by Institutional Designation 1990-91	63

Figures (continued)

		Page
Figure 4.2	Chapter 1 State Agency Neglected or Delinquent Participants by Age Span and Institutional Designation 1990-91	64
Figure 4.3	Chapter 1 State Agency Neglected or Delinquent Participants by Racial/Ethnic Classification 1990-91	65
Figure G.1	Relationship of NCEs and Percentiles	G-2

CHAPTER 1

PARTICIPATION INFORMATION FOR THE CHAPTER 1 LEA PROGRAM

This chapter presents information for the Chapter 1 LEA program on participation, service, and staffing levels; characteristics of Chapter 1 students; and numbers of schoolwide and innovation projects. It describes patterns in 1990-91, compares these data to those for school year 1989-90, and presents twelve-year trends in the data from 1979-80 through 1990-91. The data in this chapter include the 50 States, the District of Columbia, Puerto Rico, and the Bureau of Indian Affairs.[1]

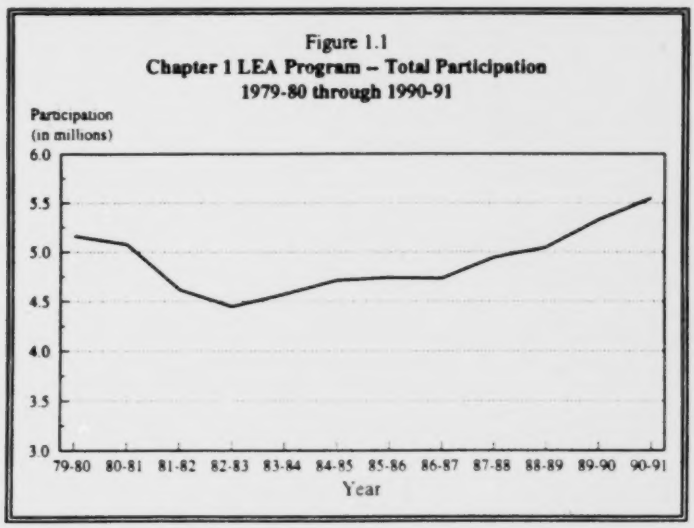
CHAPTER 1 PARTICIPATION PATTERNS

Overall Participation Patterns

After earlier declines in the number of students participating in Chapter 1 (1980-1983), States reported that participation increased to a level of over 5.5 million students in 1990-91 (5,252,141 public, 157,501 nonpublic, and 138,069 local N or D). This total exceeded the previous high of over 5.3 million participants reported in 1989-90. (Figure 1.1)

During the school year 1990-91, 5,547,711 students participated in the Chapter 1 LEA program, a 4 percent increase (or 219,891 students) over participation in 1989-90. Ninety-five percent of these participants were classified as public, 3 percent were classified as nonpublic, and 2 percent were local N or D. (Tables 1.1 and 1.2)

Figure 1.1
Chapter 1 LEA Program -- Total Participation
1979-80 through 1990-91



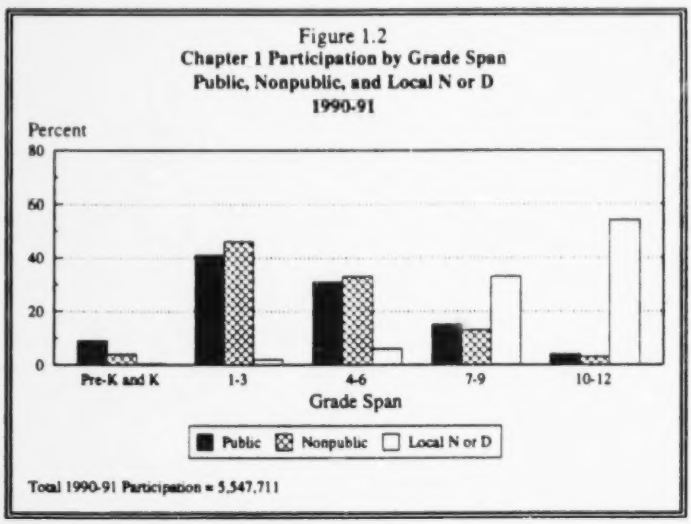
[1]The methodology used to prepare this report is described in Appendix A. A copy of the State Performance Report for school year 1990-91 is provided in Appendix B.

Grade-Level Participation

In 1990-91, public and nonpublic student participation was concentrated in the elementary grades, and local N or D participation was primarily in the secondary grades. (Figure 1.2)

Patterns in 1990-91

Forty-one percent of public and 46 percent of nonpublic participants were in grades 1-3. Grades 4-6 comprised 31 percent of public and 33 percent of nonpublic participants. Nine percent of public and 4 percent of nonpublic participants were in prekindergarten and kindergarten. Fifty-four percent of the local N or D participants were in grades 10-12 and another 33 percent were in grades 7-9. (Table 1.3)



Percent of Public Students in Chapter 1

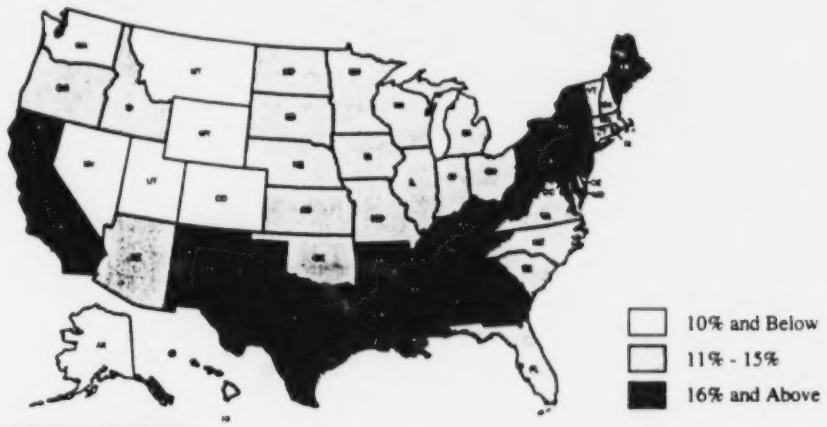
In 1990-91, 18 percent of public school students enrolled in pre-kindergarten through grade 6 participated in Chapter 1. By State, the percentages of elementary public school students participating in Chapter 1 varied from a low of 6 percent in Nevada, to a high of 47 percent in Puerto Rico. Forty-three States, the District of Columbia, and Puerto Rico reported 11 percent or more of their elementary public school students as participating in Chapter 1. (Table 1.4 and Figure 1.3)

In contrast, only 6 percent of public school students enrolled in grades 7-12 participated in Chapter 1 during 1990-91. Public secondary student participation ranged from less than 1 percent in two States (Maryland and Ohio) to 28 percent in Puerto Rico. Twenty-six States served between 2 and 5 percent of their public students in Chapter 1 programs in 1990-91. (Table 1.4 and Figure 1.3)

Figure 1.3

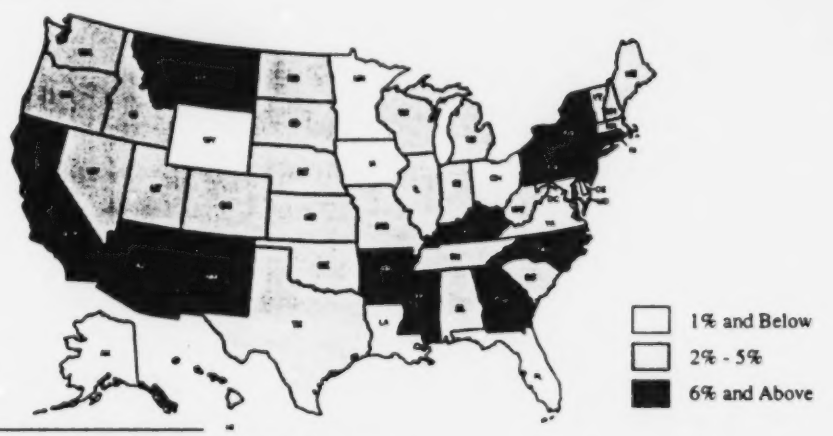
Percent of Total Public School Enrollment Receiving Chapter 1 Services by State 1990-91

Grades Pre-K through 6



Note: The District of Columbia and Puerto Rico have values in the category 16% and above.

Grades 7 through 12



Note: The District of Columbia and Puerto Rico have values in the category 6% and above.

Source: Enrollment data from the Digest of Education Statistics 1993, National Center for Education Statistics

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Twelve-Year Trends

The distribution of participants by grade span remained virtually unchanged over the last twelve years, while the overall participation has increased substantially. Figure 1.4)

Over the past twelve years, only small shifts occurred in the distribution of participants by grade span. The percentage of Chapter 1 students in pre-kindergarten increased from 1 to 2 percent, while the percentage in kindergarten increased from 5 to 7 percent. In the elementary grades, the percentage of Chapter 1 participants in grades 1-3 increased slightly and the percentage in grades 4-6 decreased slightly. Similar, though even smaller, shifts occurred in the secondary grades. (Table 1.5)

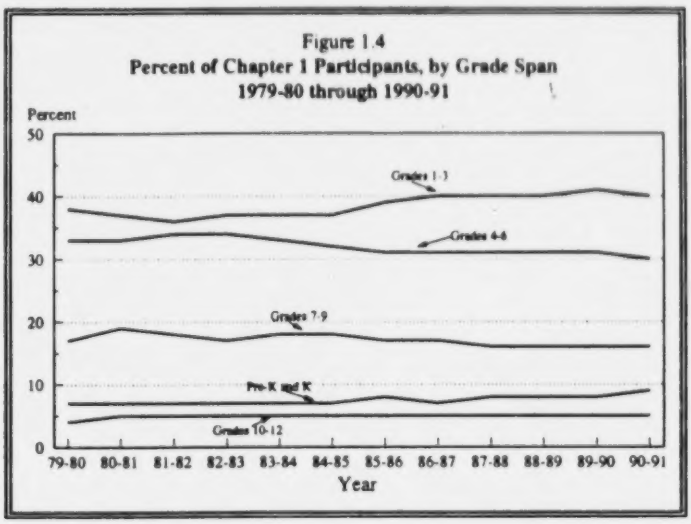

Table 1.1

Chapter 1 Participants: Public, Nonpublic, Local Neglected or Delinquent, and Total -- 1979-80 to 1990-91[a/]

Year	Public[b/]	Percent Change Year-to-Year	Nonpublic[c/]	Percent Change Year-to-Year	Local Neglected and Delinquent[d/]	Percent Change Year-to-Year	Total	Percent Change Year-to-Year
1979-80	4,973,708		189,114				5,162,822	
1980-81	4,862,308	-2	213,499	13			5,075,807	-2
1981-82	4,434,447	-9	184,084	-14			4,618,531	-9
1982-83	4,270,424	-4	177,210	-4			4,447,634	-4
1983-84[e/]	4,381,975	3	190,660	8			4,572,635	3
1984-85	4,528,177	3	184,532	-3			4,712,709	3
1985-86[f/]	4,611,948	2	127,922	-31			4,739,870	1
1986-87[g/]	4,594,761	*	137,900	8			4,732,661	*
1987-88	4,808,030	5	136,618	-1			4,944,648	4
1988-89[h/]	4,777,643	--	137,656	--	131,574		5,046,873	2
1989-90	5,014,617	5	151,948	10	161,255	23	5,327,820	6
1990-91	5,252,141	5	157,501	4	138,069	-14	5,547,711	4

* Less than 1 percent.

a/ Guam reported participant information in 1979-80 and 1980-81; the Trust Territories reported participant information in 1979-80, 1980-81, 1981-82, and 1983-84; and the Virgin Islands reported participant information in 1979-80.

b/ Public Chapter 1 participation counts for the years 1979-80 through 1985-86 have been revised since the 1985-86 report to reflect a readjustment of the public participation counts reported by California. Public participation counts reported by California were also adjusted for the years 1986-87 through 1990-91.

c/ By-pass students in Missouri and Virginia were not included prior to 1983-84.

d/ The number of local N or D participants by grade was reported separately from public and nonpublic participants for the first time in 1988-89.

e/ The numbers for nonpublic participants in California for 1983-84 were adjusted to reflect the average of the numbers reported for the years 1982-83 and 1984-85.

f/ State reported data following the Aguilar v. Felton decision (from 1985-86 to present).

g/ Starting in 1986-87, the nonpublic participation count includes participants in schools with religious affiliation in Puerto Rico. The inclusion of these participants in 1986-87 overestimates the actual percentage increase from 1985-86.

h/ Changes in the total number of public and nonpublic participants from 1987-88 to 1988-89 are due in part to changes in reporting. Since the number of local N or D participants is now reported separately, changes are due in part to the removal of these students from the public and nonpublic categories. As a result, percent change in public and nonpublic participation between 1987-88 and 1988-89 is misleading and is not presented in this table.

Table 1.2

Number and Percent of Chapter 1 Public, Nonpublic, and Local N or D Participants, by State — 1990–91

State	Public Participants	% a/	Nonpublic Participants	% a/	Local N or D Participants	% a/	Total Participants
Alabama	127,166	98	616	*	1,349	1	129,131
Alaska	5,758	99	26	*	44	1	5,828
Arizona	78,898	98	1,000	1	885	1	80,783
Arkansas	71,344	99	521	1	185	*	72,050
California	1,062,978	91	29,283	3	72,467	6	1,164,728
Colorado	36,634	97	565	1	601	2	37,800
Connecticut	46,303	92	2,140	4	1,680	3	50,123
Delaware	9,410	93	751	7	0	*	10,161
District of Columbia	13,849	96	587	4	0	*	14,436
Florida	171,382	94	2,441	1	8,322	5	182,145
Georgia	141,731	99	280	*	543	*	142,554
Hawaii	14,482	99	125	1	0	*	14,607
Idaho	21,635	98	434	2	115	1	22,184
Illinois	153,382	96	5,932	4	1,165	1	160,479
Indiana	85,598	91	1,715	2	6,945	7	94,258
Iowa	35,817	93	2,185	6	628	2	38,630
Kansas	32,762	93	727	2	1,576	4	35,065
Kentucky	95,408	98	1,372	1	1,006	1	97,786
Louisiana	103,513	95	3,388	3	1,890	2	108,791
Maine	26,025	99	247	1	16	*	26,288
Maryland	65,794	94	3,048	4	1,059	2	69,901
Massachusetts	70,584	94	4,415	6	433	1	75,432
Michigan	156,575	98	2,930	2	301	*	159,806
Minnesota	65,940	92	3,267	5	2,190	3	71,397
Mississippi	143,087	99	1,590	1	515	*	145,192
Missouri	76,905	94	3,666	4	900	1	81,471
Montana	12,791	93	174	1	836	6	13,801
Nebraska	25,077	92	1,388	5	753	3	27,218
Nevada	9,574	94	90	1	542	5	10,206
New Hampshire	12,678	96	195	1	276	2	13,149
New Jersey	167,368	95	7,361	4	1,910	1	176,639
New Mexico	37,154	95	896	2	982	3	39,032
New York	364,178	91	27,382	7	7,939	2	399,499
North Carolina	114,528	99	298	*	700	1	115,526
North Dakota	9,681	96	297	3	59	1	10,037
Ohio	139,521	92	6,904	5	4,922	3	151,347
Oklahoma	56,750	99	281	*	475	1	57,506
Oregon	43,903	98	373	1	417	1	44,693
Pennsylvania	202,883	90	17,889	8	3,798	2	224,570
Rhode Island	14,538	95	741	5	82	1	15,361
South Carolina	60,636	99	179	*	372	1	61,187
South Dakota	12,814	95	347	3	337	2	13,498
Tennessee	116,881	99	420	*	887	1	118,188
Texas	392,385	98	4,012	1	5,886	1	402,283
Utah	31,135	100	117	*	0	*	31,252
Vermont	9,886	98	131	1	69	1	10,086
Virginia	71,402	99	606	1	17	*	72,025
Washington	58,466	97	911	2	714	1	60,091
West Virginia	36,126	99	160	0	48	*	36,334
Wisconsin	63,193	95	2,322	4	811	1	66,326
Wyoming	4,955	99	43	1	17	*	5,015
Puerto Rico	253,510	96	10,733	4	405	*	264,648
Bureau of Indian Affairs	17,168	100	0	*	0	*	17,168
Nation	5,252,141	95	157,501	3	138,069	2	5,547,711

* Less than 1 percent

a/ Percents (across) may not add to 100 due to rounding

42

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Table 1.3

Chapter 1 Participants by Grade Span, Public, Nonpublic, Local N or D, and Total -- 1989-90 and 1990-91

	1989-90		1990-91		Percent Change
	Number	Percent[1]	Number	Percent[1]	
Public					
Pre-K and Kindergarten	424,786	8	478,939	9	13
Grades 1-3	2,083,925	42	2,138,725	41	3
Grades 4-6	1,538,920	31	1,619,162	31	5
Grades 7-9	768,843	15	812,524	15	6
Grades 10-12	197,340	4	202,244	4	2
Ungraded[2]	803	*	547	*	-32
Total	5,014,617	100	5,252,141	100	5
Nonpublic					
Pre-K and Kindergarten	6,734	4	6,911	4	3
Grades 1-3	67,056	44	72,236	46	8
Grades 4-6	52,477	35	52,359	33	*
Grades 7-9	21,442	14	20,907	13	-2
Grades 10-12	4,211	3	4,899	3	16
Ungraded[2]	28	*	189	*	575
Total	151,948	100	157,501	100	4
Local N or D					
Pre-K and Kindergarten	900	1	515	*	-43
Grades 1-3	8,516	5	3,170	2	-63
Grades 4-6	34,526	21	8,695	6	-75
Grades 7-9	48,991	30	46,179	33	-6
Grades 10-12	67,437	42	74,950	54	11
Ungraded[2]	885	1	4,560	3	415
Total	161,255	100	138,069	100	-14[3]
Total					
Pre-K and Kindergarten	432,420	8	486,365	9	12
Grades 1-3	2,159,497	41	2,214,131	40	3
Grades 4-6	1,625,923	31	1,680,216	30	3
Grades 7-9	839,276	16	879,610	16	5
Grades 10-12	268,988	5	282,093	5	5
Ungraded	1,716	*	5,296	*	209
Total	5,327,820	100	5,547,711	100	4

Table 1.3 (continued)

* Less than 1 percent.

a/ Percents may not add to 100 due to rounding.

b/ Public ungraded participants were reported by six States (Colorado, Connecticut, Delaware, Illinois, Michigan, and Rhode Island) in 1989-90 and five States (Connecticut, Illinois, Kentucky, Michigan, and Rhode Island) in 1990-91.

c/ Nonpublic ungraded participants were reported by one State (Illinois) in 1989-90 and 1990-91.

d/ Local N or D ungraded participants were reported by seven States (Colorado, Connecticut, Illinois, Maryland, Michigan, Rhode Island, and West Virginia) in 1989-90 and by eight States (Arizona, Connecticut, Iowa, Kansas, Kentucky, Michigan, Missouri, and Rhode Island) in 1990-91.

e/ The decrease in the number of local N or D participants was due primarily to a decrease in California. This figure decreased 28,424, from 100,891 in 1989-90 to 72,467 in 1990-91.

Table 1.4

Public School Enrollment and Chapter 1 Public Participation
for Pre-K through Grade 6, and Grades 7 through 12, 1990-91

State	Pre-K through Grade 6			Grades 7 through 12		
	Public School Enrollment	Public Chapter 1 Participants	% Receiving Chapter 1	Public School Enrollment	Public Chapter 1 Participants	% Receiving Chapter 1
Alabama	410,111	111,807	27	311,695	15,359	5
Alaska	68,864	5,208	8	45,010	550	1
Arizona	384,327	58,070	15	255,526	20,828	8
Arkansas	243,696	57,348	24	192,590	13,996	7
California	2,893,290	809,319	28	2,057,184	253,659	12
Colorado	336,200	30,274	9	238,014	6,360	3
Connecticut	279,414	34,908	12	189,710	11,368	6
Delaware	57,703	8,881	15	41,955	526	1
District of Columbia	50,172	11,505	23	30,521	2,344	8
Florida	1,099,976	164,042	15	761,616	7,340	1
Georgia	674,817	111,081	16	476,870	30,650	6
Hawaii	98,946	10,856	11	72,762	3,626	5
Idaho	124,981	16,750	13	95,860	4,885	5
Illinois	1,040,443	115,500	11	780,965	37,791	5
Indiana	526,779	75,567	14	427,802	10,031	2
Iowa	272,745	32,989	12	210,908	2,828	1
Kansas	254,461	28,279	11	182,571	4,483	2
Kentucky	359,353	76,872	21	277,048	18,474	7
Louisiana	467,555	99,974	21	317,202	3,539	1
Maine	123,725	22,670	18	91,424	3,355	4
Maryland	423,894	65,794	16	291,282	0	*
Massachusetts	483,230	55,304	11	351,085	15,280	4
Michigan	912,502	133,654	15	669,424	22,680	3
Minnesota	434,656	62,272	14	321,718	3,668	1
Mississippi	290,921	98,624	34	211,496	44,463	21
Missouri	459,257	70,942	15	352,977	5,963	2
Montana	87,652	7,761	9	65,322	5,030	8
Nebraska	157,252	22,657	14	116,829	2,420	2
Nevada	120,181	7,306	6	81,136	2,268	3
New Hampshire	100,354	10,792	11	72,430	1,886	3
New Jersey	622,389	116,566	19	467,256	50,802	11
New Mexico	166,113	28,480	17	135,768	8,674	6
New York	1,450,081	264,036	18	1,148,257	100,142	9
North Carolina	613,878	87,507	14	472,993	27,021	6
North Dakota	67,031	8,144	12	50,794	1,537	3
Ohio	990,092	136,235	14	781,424	3,286	*
Oklahoma	338,693	46,163	14	240,394	10,587	4
Oregon	275,675	34,335	12	208,975	9,568	5
Pennsylvania	922,964	158,431	17	744,871	44,452	6
Rhode Island	81,057	9,683	12	57,756	4,732	8
South Carolina	354,605	48,634	14	267,507	12,002	4
South Dakota	75,433	11,093	15	53,733	1,721	3
Tennessee	468,973	103,148	22	355,622	13,733	4
Texas	2,008,997	341,603	17	1,373,890	50,782	4
Utah	257,500	26,295	10	190,393	4,840	3
Vermont	56,933	8,264	15	38,830	1,622	4
Virginia	575,586	67,234	12	423,016	4,168	1
Washington	488,346	50,728	10	351,363	7,738	2
West Virginia	170,066	31,857	19	152,324	4,269	3
Wisconsin	449,503	50,607	11	348,118	12,586	4
Wyoming	56,136	4,347	8	42,090	608	1
Puerto Rico	369,979	175,271	47	274,757	78,239	28
Bureau of Indian Affairs	**	11,159	--	**	6,009	--
Nation	24,097,487	4,236,826	18	17,771,063	1,014,768	6

* Less than 1 percent.

** Data not available.

Source: Data on the total number of public students enrolled were obtained from the Digest of Education Statistics, National Center for Education Statistics, 1993.

Table 1.5

Percent of Total Chapter 1 Participants by Grade Span
1979-80 through 1990-91[a/]

Year	Pre-K	Kinder-garten	Grades 1-3	Grades 4-6	Grades 7-9	Grades 10-12	Total Students[b/]
1979-80	1%	5%	38%	33%	17%	4%	5,162,822
1980-81	1	6	37	33	19	5	5,075,807
1981-82	1	6	36	34	18	5	4,618,531
1982-83	1	6	37	34	17	5	4,447,634
1983-84	1	6	37	33	18	5	4,572,635
1984-85	1	6	37	32	18	5	4,712,709
1985-86	1	7	39	31	17	5	4,739,870
1986-87	1	6	40	31	17	5	4,732,661
1987-88	1	6	40	31	16	5	4,944,648
1988-89	2	6	40	31	16	5	5,046,873
1989-90	2	7	41	31	16	5	5,327,820
1990-91	2	7	40	30	16	5	5,547,711

a/ Percents (across) may not add to 100 due to rounding.

b/ Total students include ungraded participants. The ungraded participants comprise less than 1 percent of overall participation in each of the 12 years.

CHAPTER 1 SERVICE PATTERNS

Instructional Services for All Chapter 1 Participants

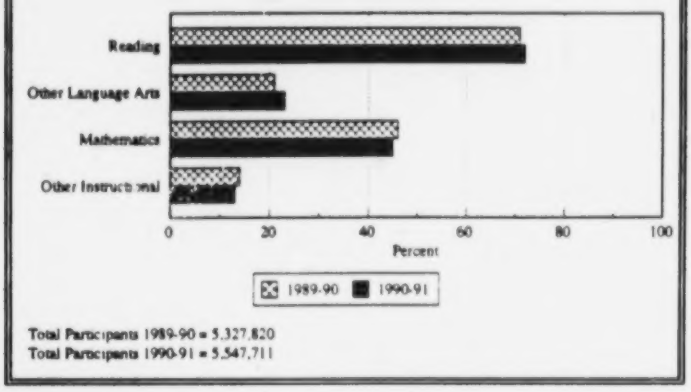
During 1990-91, States reported that nearly three-quarters (72 percent) of Chapter 1 participants received instruction in reading, and almost one-half (45 percent) received instruction in mathematics. Service patterns in reading and mathematics remained fairly constant over the twelve-year period, while the category of other instructional services has fluctuated from year to year and other language arts has increased over the years.

Patterns in 1990-91

In 1990-91, almost 4.0 million participants (72 percent) received instruction in reading and 2.5 million (45 percent) received instruction in mathematics.

In 1990-91, 72 percent of all participants received reading instruction, a total of almost 4.0 million students. The second largest area of Chapter 1 instruction was mathematics, where 2.5 million students, 45 percent of all participants, received instruction. Less than 25 percent of the participants received other language arts or other instructional services.[2] This pattern of service provision is virtually unchanged from 1989-90. (Table 1.6 and Figure 1.5)

Figure 1.5
Percent of Chapter 1 Participants Served by Instructional Service Area 1989-90 and 1990-91



[2]Other instructional services include such services as early childhood activities; preparation for preschool and kindergarten; tutoring; dropout prevention; and English instruction for limited English proficient students.

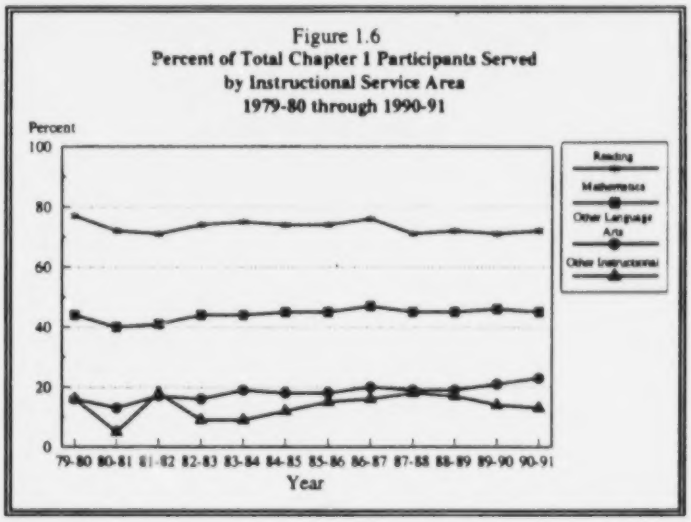
Twelve-Year Trends

The proportion of Chapter 1 students receiving reading and mathematics instruction has remained fairly steady since 1979-80. (Figure 1.6)

During the twelve-year period 1979-80 through 1990-91, the category of other instructional services has varied the most--the percent of Chapter 1 participants receiving other instructional services has ranged, over the years, from 5 percent (in 1980-81) to 18 percent (in 1981-82 and 1987-88).[3] The provision of other language arts services has shown a steady increase over the past several years from a low of 13 percent in 1980-81 to a high of 23 percent in 1990-91.

The proportion of Chapter 1 students receiving instruction in reading and mathematics varied minimally over the twelve-year period. (Table 1.7 and Figure 1.6)

Figure 1.6
Percent of Total Chapter 1 Participants Served by Instructional Service Area 1979-80 through 1990-91



[3]Beginning with the 1984-85 reporting year, three instructional reporting categories were eliminated: English to limited English proficient students, vocational training, and special for the handicapped.

Supporting Services for All Chapter 1 Participants

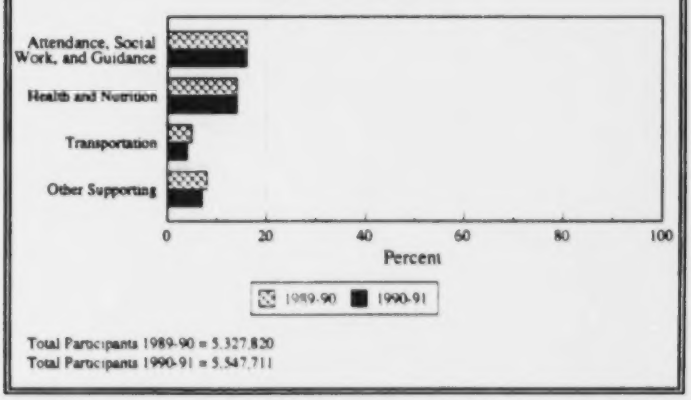
In 1990-91, 16 percent of Chapter 1 participants received attendance, social work, and guidance services and 14 percent of participants received health and nutrition services.

Patterns in 1990-91

In 1990-91, over 875,000 participants (16 percent) received services in attendance, social work, and guidance, and about 755,000 students (14 percent) received services in health and nutrition. (Figure 1.7)

Sixteen percent of the Chapter 1 participants received attendance, social work, and guidance services and 14 percent of the participants received health and nutrition services. Four percent received transportation, and 7 percent received other supporting services. Increases were reported from 1989-90 to 1990-91 in the number of Chapter 1 students receiving services in two categories: attendance, social work, and guidance; and health and nutrition. (Table 1.6 and Figure 1.7)

Figure 1.7
Percent of Chapter 1 Participants Served by Supporting Service Area 1989-90 and 1990-91



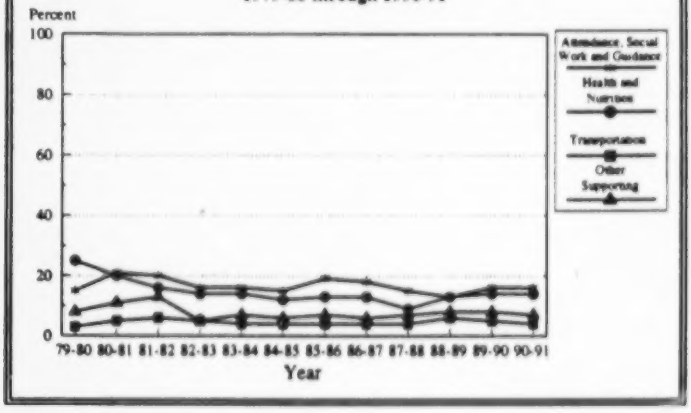
Total Participants 1989-90 = 5,327,820
Total Participants 1990-91 = 5,547,711

Twelve-Year Trends

The percentage of Chapter 1 students receiving supporting services fluctuated more over the twelve-year period than the percentage of participants receiving instructional services. (Figure 1.8)

Health and nutrition services declined sharply since 1979-80, when 25 percent of Chapter 1 participants received such services. The proportion of Chapter 1 students receiving health and nutrition services reached a low of 9 percent in 1987-88. The provision of attendance, social work, and guidance; transportation; and other supporting services has varied over the twelve years, but no discernible patterns are apparent. (Table 1.7 and Figure 1.8)

Figure 1.8
Percent of Total Chapter 1 Participants Served by Supporting Service Area 1979-80 through 1990-91



Services for Public, Nonpublic, and Local N or D Participants

Year-to-year changes in total participation (public, nonpublic, and local N or D combined) by service area mask what are sometimes more substantial changes in public, nonpublic, and local N or D service provision. The numbers of Chapter 1 public, nonpublic, and local N or D students receiving services in 1990-91 compared to 1989-90 are displayed in Tables 1.8 through 1.10. These tables show that:

- the number of Chapter 1 public students receiving services increased in all categories except other instructional, transportation, and other supporting services (Table 1.8);

- the number of nonpublic students receiving Chapter 1 services increased in reading, other language arts, and health and nutrition. The number of students receiving mathematics and other supporting services remained virtually unchanged (Table 1.9); and

- the number of local N or D participants receiving services increased in all areas except health and nutrition, and transportation (Table 1.10).[4]

[4]These changes are often due primarily to large increases or decreases reported by only a few States. See Tables 1.8 through 1.10 for State-by-State explanations.

Table 1.6

Total Chapter 1 Participants by Service Area -- 1989-90 and 1990-91

	1989-90		1990-91		
	Number	Percent Served	Number	Percent Served	Percent Change in Number[a/]
Instructional					
Reading	3,760,931	71	3,971,569	72	6
Other Language Arts	1,093,102	21	1,299,903	23	19
Mathematics	2,433,390	46	2,515,186	45	3
Other Instructional Services[b/]	735,864	14	717,239	13	-3
Supporting					
Attendance, Social Work, and Guidance	834,499	16	875,537	16	5
Health and Nutrition	731,182	14	755,237	14	3
Transportation	247,218	5	213,106	4	-14
Other Supporting Services[c/]	428,807	8	393,027	7	-8
Unduplicated Participant Count	5,327,820		5,547,711		

a/ See Tables 1.8 through 1.10 for explanations of year-to-year changes in public, nonpublic, and local neglected or delinquent participant figures.

b/ Other instructional services include preschool/early childhood, tutoring, basic skills, readiness, and English as a Second Language (ESL)/bilingual, among others.

c/ Other supporting services include home/school, speech therapy, clothing, media, field trips, nurse, and dental, among others.

Table 1.7

Percent of Total Chapter 1 Participants Served, by Service Area -- 1979-80 to 1990-91[a/]

Year	Instructional			
	Reading	Other Language Arts	Mathematics	Other Instructional
1979-80	77	16	44	16
1980-81	72	13	40	5
1981-82	71	17	41	18
1982-83	74	16	44	9
1983-84	75	19	44	9
1984-85	74	18	45	12
1985-86	74	18	45	15
1986-87	76	20	47	16
1987-88	71	19	45	18
1988-89	72	19	45	17
1989-90	71	21	46	14
1990-91	72	23	45	13

Year	Supporting			
	Attendance, Social Work, and Guidance	Health and Nutrition	Transportation	Other Supporting
1979-80	15	25	3	8
1980-81	21	20	5	11
1981-82	20	16	6	13
1982-83	16	14	5	5
1983-84	16	14	4	7
1984-85	15	12	4	6
1985-86	19	13	4	7
1986-87	18	13	4	6
1987-88	15	9	4	7
1988-89	13	13	6	8
1989-90	16	14	5	8
1990-91	16	14	4	7

a/ Guam reported service area information in 1979-80 and 1980-81; the Trust Territories reported service area information in 1980-81, 1981-82, and 1983-84; and the Virgin Islands reported service area information in 1979-80.

Table 1.8

Chapter 1 Public School Participants by Service Area -- 1989-90 and 1990-91

	1989-90		1990-91		
	Number	Percent Served	Number	Percent Served	Percent Change in Number
Instructional					
Reading	3,549,564	71	3,748,047	71	6
Other Language Arts	1,003,242	20	1,204,306	23	20[a/]
Mathematics	2,270,386	45	2,349,309	45	3
Other Instructional Services[b/]	695,978	14	662,848	13	-5
Supporting					
Attendance, Social Work, and Guidance	812,413	16	854,723	16	5
Health and Nutrition	717,506	14	738,965	14	3
Transportation	239,017	5	206,072	4	-14[c/]
Other Supporting Services[d/]	412,511	8	359,834	7	-13[e/]
Unduplicated Participant Count	5,014,617		5,252,141		

a/ The increase in the number of public participants receiving other language arts services (201,064) is due primarily to increases in California, New Jersey, and Texas. The largest increase was in California, where the number of public students receiving this service increased 42,531, from 656,812 in 1989-90 to 699,343 in 1990-91.

b/ Other instructional services include preschool/early childhood, tutoring, basic skills, readiness, and ESL/bilingual, among others.

c/ The decrease in the number of public participants receiving transportation services (32,945) is due primarily to decreases in California and Florida. The largest decrease was in California, where the number of students receiving this service decreased 22,546, from 50,943 in 1989-90 to 28,397 in 1990-91.

d/ Other supporting services include home/school, speech therapy, clothing, media, field trips, nurse, and dental, among others.

e/ The decrease in the number of public participants receiving other supporting services (52,677) is due primarily to decreases in California and New York. The largest decrease was in California, where the number of students receiving this service decreased 44,760, from 76,885 in 1989-90 to 32,125 in 1990-91.

Table 1.9

Chapter 1 Nonpublic School Participants by Service Area -- 1989-90 and 1990-91

	1989-90		1990-91		
	Number	Percent Served	Number	Percent Served	Percent Change in Number
Instructional					
Reading	99,166	65	108,782	69	10[a/]
Other Language Arts	17,893	12	19,521	12	9
Mathematics	64,456	42	64,152	41	*
Other Instructional Services[b/]	19,267	13	17,108	11	-11[c/]
Supporting					
Attendance, Social Work, and Guidance	12,955	9	10,176	6	-21
Health and Nutrition	9,174	6	12,414	8	35[d/]
Transportation	6,627	4	5,727	4	-14[e/]
Other Supporting Services[f/]	7,602	5	7,618	5	*
Unduplicated Participant Count	151,948		157,501		

* Less than 1 percent.

a/ The increase in the number of nonpublic participants receiving reading (9,616) is due primarily to increases in four states (California, Maryland, New York, and Ohio). The largest increase was in New York, where the number of students receiving this service increased 3,407, from 14,065 in 1989-90 to 17,472 in 1990-91.

b/ Other instructional services include preschool/early childhood, tutoring, basic skills, readiness, and ESL/bilingual, among others.

c/ The decrease in the number of nonpublic participants receiving other instructional services (2,159) is due primarily to New York, where the number of students receiving this service decreased 2,414, from 5,827 in 1989-90 to 3,413 in 1990-91.

d/ The increase in the number of nonpublic participants receiving health and nutrition services (3,240) is due primarily to Puerto Rico, where the number of students receiving this service increased 2,434, from 463 in 1989-90 to 2,897 in 1990-91.

e/ The decrease in the number of nonpublic participants receiving transportation services (900) is due primarily to Minnesota, where the number of students receiving this service decreased 1,071, from 2,898 in 1989-90 to 1,827 in 1990-91.

f/ Other supporting services include home/school, speech therapy, clothing, media, field trips, nurse, and dental, among others.

Table 1.10

Chapter 1 Local Neglected or Delinquent Participants by Service Area -- 1989-90 and 1990-91

	1989-90		1990-91		
	Number	Percent Served	Number	Percent Served	Percent Change in Number[a/]
Instructional					
Reading	112,201	70	114,740	83	2
Other Language Arts	71,967	45	76,076	55	6
Mathematics	98,548	61	101,725	74	3
Other Instructional Services[a/]	20,619	13	37,283	27	81[b/]
Supporting					
Attendance, Social Work, and Guidance	9,131	6	10,638	8	17[c/]
Health and Nutrition	4,502	3	3,858	3	-14
Transportation	1,574	1	1,307	1	-17
Other Supporting Services[d/]	8,694	5	25,575	19	194[e/]
Unduplicated Participant Count	161,255		138,069		

* Less than 1 percent.

a/ Other instructional services include preschool/early childhood, tutoring, basic skills, readiness, and ESL/bilingual, among others.

b/ The increase in the number of local N or D participants receiving other instructional services (16,664) is due primarily to California, where the number of students receiving this service increased 16,628, from 8,004 in 1989-90 to 24,632 in 1990-91. This is despite a substantial decrease (28 percent) in the overall number of local N or D participants in California.

c/ The increase in the number of local N or D participants receiving attendance, social work, and guidance services (1,507) is due primarily to an increase in California, where the number of students receiving this service increased 2,196, from 4,280 in 1989-90 to 6,476 in 1990-91.

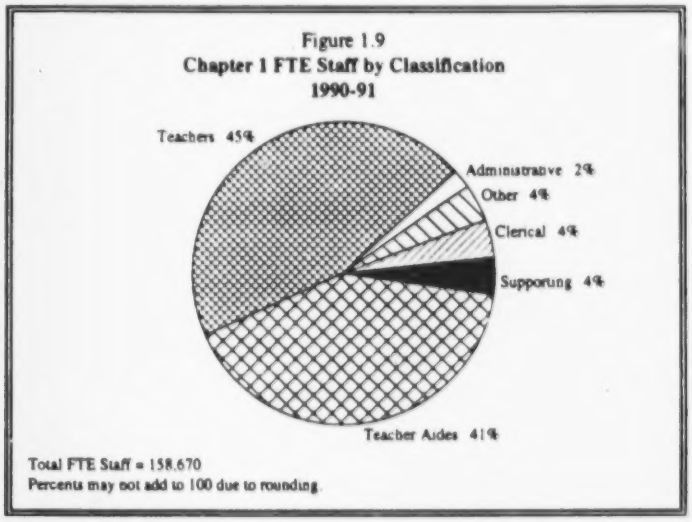
d/ Other supporting services include home/school, speech therapy, clothing, media, field trips, nurse, and dental, among others.

e/ The increase in the number of local N or D participants receiving other supporting services (16,881) is due primarily to California, where the number of students receiving this service increased 17,021, from 3,528 in 1989-90 to 20,549 in 1990-91.

CHAPTER 1 STAFFING PATTERNS

Staff Composition -- 1990-91

Almost one-half of the Chapter 1-funded staff in 1990-91 were teachers. Teachers and teacher aides constituted 86 percent of the total staff funded by Chapter 1 dollars. (Figure 1.9)



In 1990-91, 158,670 full-time equivalent (FTE) staff were funded by Chapter 1 as reported by the 50 States, the District of Columbia, Puerto Rico, and the Bureau of Indian Affairs. Teachers constituted the largest staff category funded by Chapter 1 in 1990-91, representing 45 percent of the total Chapter 1 FTE staff. Teacher aides accounted for 41 percent of the total Chapter 1 FTE staff. Together, these two staff categories constituted 86 percent of the total Chapter 1 FTE staff. Each of the remaining staff categories--administrative, supporting, clerical, and other--made up no more than 4 percent of the total. (Table 1.11)

Staff Composition -- 1989-90 to 1990-91

Total staff increased by 6 percent from 1989-90 to 1990-91[5] and the distribution of staff by category remained virtually the same across both years. (Table 1.11)

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[5]As of 1988-89, data on curriculum specialists were no longer collected separately. In 1988-89, two-thirds of the SEAs reclassified their curriculum specialists as supporting staff, and one-third categorized them as other staff.

State-by-State Staff Composition

Nationwide in 1990-91, Chapter 1 teachers constituted a greater proportion of total Chapter 1 FTE staff than did teacher aides. However, in 21 States, the District of Columbia, and the Bureau of Indian Affairs, teacher aides constituted a greater proportion of staff than teachers. (Table 1.12)

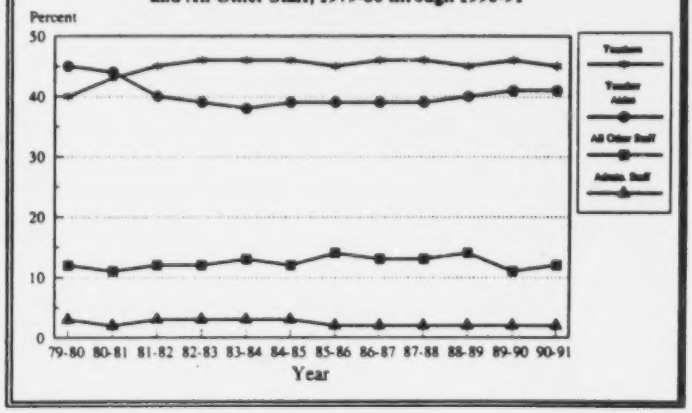
Twelve States reported that between 41 and 50 percent of their Chapter 1 staff were teachers. In addition, 11 States and the District of Columbia reported that between 41 and 50 percent of their staff were teacher aides. By State, the percentage of total Chapter 1 FTE staff reported as teachers was over 70 percent in six States (Iowa, Missouri, North Carolina, Ohio, Oklahoma, and Rhode Island). The percentage of staff reported as teacher aides was over 70 percent in three States (Indiana, Maine, and Utah). (Table 1.12)

Twelve-Year Trends

The percentage distribution of staff across categories has remained constant since 1981-82. (Figure 1.10)

Since 1981-82, the percentage of overall FTE staff who are teachers, teacher aides, administrative, and all other staff has remained fairly constant despite a decrease in the overall number of staff over the period. The percentage of Chapter 1 staff who are teachers has been approximately 5 percent greater than the percentage of teacher aides. The proportion of staff that is classified as administrative has remained at approximately 2 percent, and the proportion of staff in any other category has remained around 12 percent. (Table 1.13 and Figure 1.10)

Figure 1.10
Chapter 1 FTE Staff by Classification
Teachers, Teacher Aides, Administrative Staff, and All Other Staff, 1979-80 through 1990-91



Participants Per Teacher and Teacher Aide

Nationally, the number of participants per teacher and teacher aide was 40.6. However, individual State figures ranged from a high of 91.2 in California to a low of 18.2 in South Dakota. (Table 1.14)

Table 1.11

Chapter 1 FTE Staff by Classification -- 1989-90 and 1990-91

Staff Classification	1989-90		1990-91		Percent Change in Number
	Number	Percent[a/]	Number	Percent[a/]	
Administrative	3,328	2	3,601	2	8
Teachers	68,554	46	71,509	45	4
Teacher Aides	61,282	41	65,232	41	6
Supporting[b/]	6,531	4	7,033	4	8
Clerical	5,048	3	5,603	4	11
Other[b/,c/]	4,532	3	5,692	4	26
Total	149,275	100	158,670	100	6

a/ Percents may not add to 100 due to rounding.

b/ As of 1988-89, data on curriculum specialists were no longer collected separately. In 1988-89, two-thirds of the SEAs reclassified their curriculum specialists as supporting staff, and one-third categorized them as "other" staff.

c/ The FTE staff category "other" includes such positions as home/school counselor, curriculum specialist, tutor, evaluator, parent coordinator, bus driver/aide, janitor, and computer technician, among others.

Table 1.12

Number and Percent of Chapter 1-Funded FTE Staff
Who Were Teachers and Teacher Aides.
1990–91

State	Total FTE Staff 1990–91	FTE Teachers 1990–91	%	FTE Teacher Aides 1990–91	%
Alabama	3,592	1,699	47	1,413	39
Alaska	245	70	28	139	57
Arizona	2,280	890	39	1,106	49
Arkansas	2,782	866	31	1,742	63
California	15,699	2,337	15	10,428	66
Colorado	1,397	856	61	442	32
Connecticut	1,536	702	46	636	41
Delaware	383	91	24	259	68
District of Columbia	482	174	36	235	49
Florida	5,937	2,389	40	2,832	48
Georgia	3,657	2,291	63	1,082	30
Hawaii	497	189	38	170	34
Idaho	1,004	342	34	638	64
Illinois	5,554	3,449	62	1,288	23
Indiana	4,055	731	18	3,044	75
Iowa	1,192	1,061	89	99	8
Kansas	1,098	675	61	339	31
Kentucky	2,632	1,602	61	736	28
Louisiana	4,411	1,374	31	2,416	55
Maine	1,283	271	21	935	73
Maryland	2,677	618	23	1,450	54
Massachusetts	3,102	1,955	63	808	26
Michigan	5,490	2,022	37	2,629	48
Minnesota	2,540	928	37	1,524	60
Mississippi	4,208	1,379	33	2,263	54
Missouri	2,544	1,882	74	557	22
Montana	561	320	57	225	40
Nebraska	777	492	63	227	29
Nevada	260	116	45	124	48
New Hampshire	650	277	43	263	40
New Jersey	6,364	4,079	64	1,381	22
New Mexico	1,382	636	46	632	46
New York	11,414	5,459	48	4,711	41
North Carolina	2,933	2,077	71	571	19
North Dakota	464	276	60	184	40
Ohio	4,589	3,350	73	847	18
Oklahoma	1,822	1,385	76	368	20
Oregon	1,224	499	41	601	49
Pennsylvania	6,130	3,071	50	1,235	20
Rhode Island	395	279	71	60	15
South Carolina	2,524	1,001	40	1,212	48
South Dakota	751	359	48	384	51
Tennessee	3,950	1,853	47	1,506	38
Texas	12,506	4,153	33	7,253	58
Utah	1,023	118	12	858	84
Vermont	443	209	47	209	47
Virginia	2,766	1,484	54	946	34
Washington	1,310	578	44	640	49
West Virginia	1,364	768	56	491	36
Wisconsin	1,815	1,258	69	467	26
Wyoming	205	111	54	76	37
Puerto Rico	9,790	6,126	63	0	0
Bureau of Indian Affairs	981	333	34	551	56
Nation	158,670	71,509	45	65,232	41

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Table 1.13

Chapter 1 FTE Teachers and Teacher Aides -- 1979-80 through 1990-91[a/]

Year	Teachers		Teacher Aides		Number of Total Staff[b/]
	Number	Percent of Total Staff	Number	Percent of Total Staff	
1979-80	77,782	40	86,826	45	194,403
1980-81	80,078	43	80,938	44	185,925
1981-82	74,786	45	67,536	40	167,748
1982-83	68,590	46	58,093	39	149,220
1983-84	68,627	46	57,479	38	150,277
1984-85	72,797	46	61,380	39	158,967
1985-86	69,014	45	59,058	39	151,936
1986-87	64,143	46	55,530	39	140,691
1987-88	65,668	46	56,078	39	143,675
1988-89	68,149	45	60,544	40	150,816
1989-90	68,554	46	61,282	41	149,275
1990-91	71,509	45	65,232	41	158,670

a/ Guam reported staff information in 1979-80 and 1980-81; the Trust Territories reported staff information in 1979-80, 1980-81, 1981-82, and 1983-84; and the Virgin Islands reported staff information in 1979-80.

b/ Total staff includes teachers, teacher aides, administrators, curriculum specialists (through 1987-88), supporting staff, clerical staff, and other staff.

Table 1.14

Number of Chapter 1 Participants Per Chapter 1-Funded Teacher and Teacher Aide, 1990-91

State	Total Number of Participants	Number of FTE Teachers and Teacher Aides	Number of Participants Per Teacher and Teacher Aide
Alabama	129,131	3,112	41.5
Alaska	5,828	209	27.9
Arizona	80,783	1,996	40.5
Arkansas	72,050	2,608	27.6
California	1,164,728	12,765	91.2
Colorado	37,800	1,298	29.1
Connecticut	50,123	1,338	37.5
Delaware	10,161	350	29.0
District of Columbia	14,436	409	35.3
Florida	182,145	5,221	34.9
Georgia	142,554	3,373	42.3
Hawaii	14,607	359	40.7
Idaho	22,184	980	22.6
Illinois	160,479	4,737	33.9
Indiana	94,258	3,775	25.0
Iowa	38,630	1,159	33.3
Kansas	35,065	1,014	34.6
Kentucky	97,786	2,338	41.8
Louisiana	108,791	3,790	28.7
Maine	26,288	1,206	21.8
Maryland	69,901	2,068	33.8
Massachusetts	75,432	2,763	27.3
Michigan	159,806	4,651	34.4
Minnesota	71,397	2,452	29.1
Mississippi	145,192	3,642	39.9
Missouri	81,471	2,439	33.4
Montana	13,801	545	25.3
Nebraska	27,218	719	37.8
Nevada	10,206	240	42.5
New Hampshire	13,149	540	24.4
New Jersey	176,639	5,460	32.4
New Mexico	39,032	1,268	30.8
New York	399,499	10,170	39.3
North Carolina	115,526	2,648	43.6
North Dakota	10,037	460	21.8
Ohio	151,347	4,198	36.1
Oklahoma	57,506	1,753	32.8
Oregon	44,693	1,100	40.6
Pennsylvania	224,570	4,306	52.2
Rhode Island	15,361	339	45.3
South Carolina	61,187	2,213	27.7
South Dakota	13,498	743	18.2
Tennessee	118,188	3,359	35.2
Texas	402,283	11,406	35.3
Utah	31,252	977	32.0
Vermont	10,086	417	24.2
Virginia	72,025	2,430	29.6
Washington	60,091	1,218	49.3
West Virginia	36,334	1,258	28.9
Wisconsin	66,326	1,725	38.5
Wyoming	5,015	187	26.9
Puerto Rico	264,648	6,126	43.2
Bureau of Indian Affairs	17,168	884	19.4
Nation	5,547,711	136,741	40.6

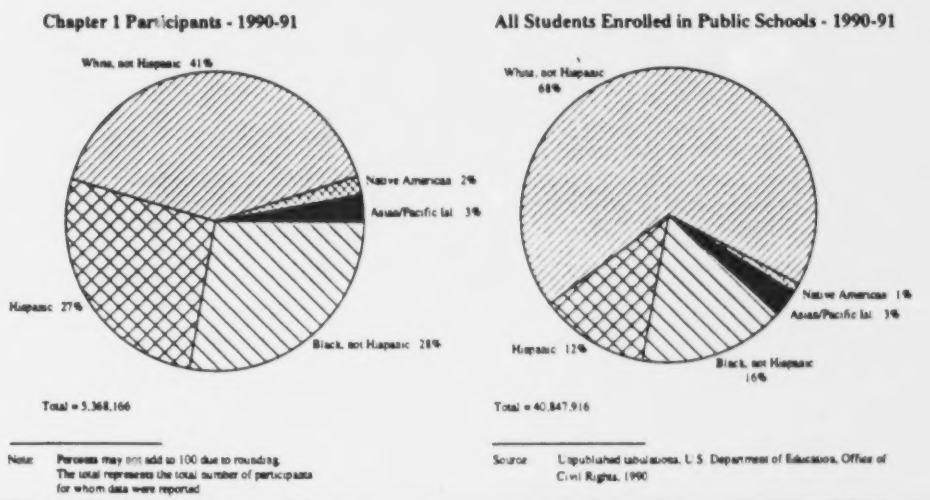
CHARACTERISTICS OF CHAPTER 1 STUDENTS

In 1990-91, 41 percent of the Chapter 1 participants were white, not Hispanic, and 54 percent were male. States reported that 60 percent of public school students identified as eligible for Chapter 1 received services. Of those States reporting disabled and limited English proficient students, 5 percent of the Chapter 1 participants were classified as disabled and 18 percent were classified as limited English proficient.

Racial/Ethnic Classification

In 1990-91, 28 percent of Chapter 1 participants were black, not Hispanic; 27 percent were Hispanic; 3 percent were Asian or Pacific Islander; and 2 percent were Native American or Alaskan Native. Chapter 1 students classified as white, not Hispanic made up 41 percent of the total. Forty-one percent of students participating in Chapter 1 were white, not Hispanic compared to 68 percent of all students enrolled in public schools.[6] (Tables 1.15 and 1.16 and Figure 1.11)

Figure 1.11
Chapter 1 Participants Compared to All Students Enrolled in Public Schools, by Racial/Ethnic Classification

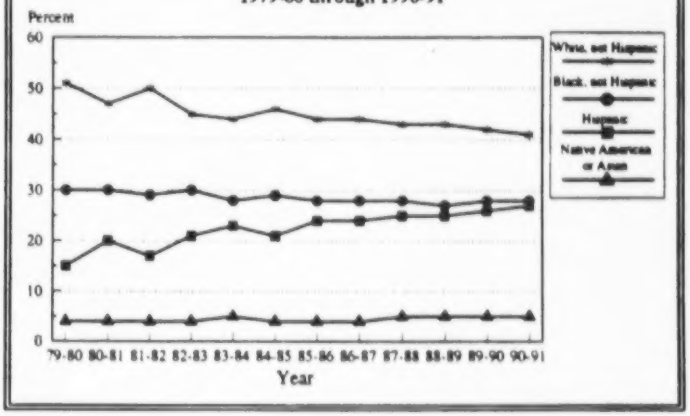

Chapter 1 Participants - 1990-91
White, not Hispanic 41%
Native American 2%
Asian/Pacific Isl 3%
Hispanic 27%
Black, not Hispanic 28%
Total = 5,368,166
All Students Enrolled in Public Schools - 1990-91
White, not Hispanic 68%
Native American 1%
Asian/Pacific Isl 3%
Hispanic 12%
Black, not Hispanic 16%
Total = 40,847,916
Note: Percents may not add to 100 due to rounding. The total represents the total number of participants for whom data were reported
Source: Unpublished tabulations, U.S. Department of Education, Office of Civil Rights, 1990

[6]The 1990 (1990-91 school year) racial/ethnic data on students enrolled in public school are from unpublished tabulations from the U.S. Department of Education, Office of Civil Rights.

Twelve-Year Trends

In the twelve-year period from 1979-80 through 1990-91, the percentage of Chapter 1 participants who are Hispanic increased from 15 to 27 percent, while the percentage of white, not Hispanic participants decreased from 51 percent to 41 percent. (Table 1.17 and Figure 1.12)

Figure 1.12
Percent of Total Chapter 1 Participants
by Racial/Ethnic Classification
1979-80 through 1990-91



Year of Birth

Sixty-seven percent of 1990-91 Chapter 1 participants were elementary-school-aged children, born between 1979 and 1984. Twenty-four percent were secondary-school-aged children, born between 1973 and 1978. Eight percent of the 1990-91 Chapter 1 participants were born in 1985 through 1989, the birth years of children at kindergarten age or younger. One percent of Chapter 1 participants were born in the years between 1968 and 1972. (Table 1.18)

The distribution of Chapter 1 participants by year of birth remained virtually unchanged from 1989-90 to 1990-91. (Table 1.18)

Gender

In 1990-91, States reported that 54 percent of Chapter 1 participants were male and 46 percent were female. These percentages have remained stable since 1984-85, when the data were first collected. (Table 1.19)

Percent of Eligible Students Served[7]

The number of public and nonpublic students eligible to participate in Chapter 1 were data items new to the 1988-89 reporting year as mandated by the 1988 reauthorization. In 1990-91, 50 States, the District of Columbia, Puerto Rico, and the Bureau of Indian Affairs reported the number of public students eligible, and 49 States, the District of Columbia, and Puerto Rico reported the number of nonpublic students eligible for Chapter 1 services. (The Bureau of Indian Affairs does not have nonpublic participants.) However, national eligibility figures should be viewed with caution. Seven States (California, Delaware, Hawaii, New Jersey, Rhode Island, Texas, and the Bureau of Indian Affairs) reported that all eligible public students received services and 10 States (California, Delaware, District of Columbia, Idaho, Kansas, New Jersey, Pennsylvania, Tennessee, Texas, and West Virginia) reported that all eligible nonpublic students were served.

Sixty-two percent of public students identified as eligible for Chapter 1 received services, with the percentage of eligible public students who received services in 1990-91 ranging from 100 percent to a low of 15 percent.[8] (Table 1.20)

Among the States that reported nonpublic eligibility data, 64 percent of the nonpublic students identified as eligible for Chapter 1 received services. The percentage of eligible students who received services ranged from a high of 100 percent to a low of 11 percent. (Table 1.21)

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[7]The number of public and nonpublic students eligible to participate in Chapter 1 includes public and nonpublic students located in all eligible public school attendance areas during the regular school year who were educationally disadvantaged as defined by local standards (i.e., children whose educational attainment is below the level that is appropriate for children of their age).

Section 1013 of Chapter 1 and §200.30 of the regulations require an LEA to conduct its projects in attendance areas selected on the basis of an annual ranking of all eligible attendance areas. Eligible Chapter 1 attendance areas are those with high concentrations of children from low-income families.

Section 1014 of Chapter 1 and §200.31 of the regulations require an LEA to conduct an annual assessment of educational needs that identifies educationally deprived children in all eligible attendance areas. "Educationally deprived children" means children whose educational attainment is below the level that is appropriate for children of their age.

[8]Percent of eligible participants receiving services should not be compared across States as eligibility criteria vary based on decisions made by State and local education officials.

Participants with Disabilities and Limited English Proficiency

The number of students receiving Chapter 1 services with disabilities or who were limited English proficient (LEP) were data items new to the 1988-89 data collection form as mandated by the 1988 reauthorization. In 1990-91, 49 States, Puerto Rico, and the Bureau of Indian Affairs reported the number of students with disabilities receiving Chapter 1 services, and 49 States, the District of Columbia, Puerto Rico, and the Bureau of Indian Affairs reported the number of LEP students receiving Chapter 1 services. Among these States, 5 percent of their Chapter 1 participants were classified as having disabilities and 18 percent of their Chapter 1 participants were classified as LEP. (Tables 1.22 and 1.23)

Table 1.15

Chapter 1 Participants by Racial/Ethnic Classification -- 1989-90 and 1990-91

Racial/Ethnic Classification	1989-90		1990-91		Percent Change in Number
	Number	Percent[a/]	Number	Percent[a/]	
Native American or Alaskan Native	84,907	2	92,219	2	9
Asian or Pacific Islander	159,270	3	164,527	3	3
Black, not Hispanic	1,445,326	28	1,487,977	28	3
Hispanic	1,359,025	26	1,439,549	27	6
White, not Hispanic	2,162,953	42	2,183,894	41	1
Total	5,211,481[b/]	100	5,368,166[c/]	100	3

* Less than 1 percent.

a/ Percents may not add to 100 due to rounding.

b/ In 1989-90, the total number on this table will not correspond to the total on Table 1.1 because in 12 States, the total number reported by racial/ethnic classification was not the same as the total number reported by grade. Nine States reported more participants by grade than by racial/ethnic classification. (The largest difference was in California, which reported 108,163 more by grade than by race.) Three States reported more participants by racial/ethnic classification than by grade. (The largest difference was in New Jersey, which reported 680 more by race than by grade.)

c/ In 1990-91, the total number on this table will not correspond to the total on Table 1.1 because in 15 States, the total number reported by racial/ethnic classification was not the same as the total number reported by grade. Thirteen States reported more participants by grade than by racial/ethnic classification. (The largest difference was in California, which reported 155,367 more by grade than by race.) Two States reported more participants by racial/ethnic classification than by grade. (The largest difference was in New Jersey, which reported 2,157 more by race than by grade.)

Table 1.16

Number and Percent of Chapter 1 Participants by Racial/Ethnic Classification and State — 1990-91

State	Black, Not Hispanic	% a/	Hispanic	% a/	White, Not Hispanic	% a/	Native American or Asian	% a/	Total
Alabama	72,228	56	210	0	55,678	43	1,015	1	129,131
Alaska	363	6	112	2	2,108	36	3,245	56	5,828
Arizona	5,043	6	32,920	41	26,883	33	15,937	20	80,783
Arkansas	30,187	42	404	1	40,926	57	533	1	72,050
California	139,608	14	548,912	54	213,916	21	106,925	11	1,009,361
Colorado	3,389	9	15,105	40	18,054	48	1,252	3	37,800
Connecticut	10,528	21	13,956	28	24,204	49	1,140	2	49,828
Delaware	4,405	43	574	6	5,093	50	89	1	10,161
District of Columbia	13,765	95	520	4	115	1	36	0	14,436
Florida	84,320	49	20,395	12	64,783	38	1,889	1	171,387
Georgia	86,327	61	1,340	1	54,264	38	623	0	142,554
Hawaii	292	2	1,230	8	1,389	10	11,696	80	14,607
Idaho	156	1	2,582	12	18,607	84	839	4	22,184
Illinois	75,213	47	20,401	13	63,446	40	1,342	1	160,402
Indiana	22,370	24	2,597	3	68,814	73	477	1	94,258
Iowa	1,662	4	618	2	33,471	92	879	2	38,630
Kansas	7,461	22	3,045	9	22,144	66	839	3	33,489
Kentucky	12,845	13	382	0	84,357	86	202	0	97,786
Louisiana	68,943	63	923	1	37,769	35	1,156	1	108,791
Maine	199	1	119	0	25,723	98	247	1	26,288
Maryland	41,942	60	7,449	11	18,937	27	1,353	2	69,901
Massachusetts	11,075	15	15,344	20	45,048	60	3,965	5	75,432
Michigan	55,341	35	5,464	3	96,467	60	2,534	2	159,806
Minnesota	5,658	8	1,905	3	58,330	82	5,331	7	71,224
Mississippi	103,346	71	115	0	41,201	28	530	0	145,192
Missouri	15,589	21	782	1	56,200	76	1,341	2	73,912
Montana	79	1	307	2	10,697	78	2,718	20	13,801
Nebraska	3,002	11	1,534	6	21,510	79	1,172	4	27,218
Nevada	2,421	24	2,172	21	4,943	48	670	7	10,206
New Hampshire	149	1	321	2	12,585	96	94	1	13,149
New Jersey	67,336	38	38,915	22	67,707	38	4,838	3	178,796
New Mexico	1,012	3	23,390	60	7,259	19	7,361	19	39,022
New York	133,734	33	127,255	32	126,243	32	12,267	3	399,499
North Carolina	58,779	51	1,165	1	52,091	45	3,491	3	115,526
North Dakota	114	1	106	1	8,722	87	1,095	11	10,037
Ohio	45,374	30	3,118	2	101,741	67	1,114	1	151,347
Oklahoma	10,169	18	2,467	4	34,339	60	10,531	18	57,506
Oregon	2,459	6	3,689	8	35,063	81	2,298	5	43,509
Pennsylvania	68,726	31	16,698	8	130,980	59	4,368	2	220,772
Rhode Island	2,489	16	2,520	16	9,241	60	1,111	7	15,361
South Carolina	41,944	69	453	1	18,553	30	237	0	61,187
South Dakota	103	1	84	1	10,139	75	3,172	23	13,498
Tennessee	45,544	39	292	0	71,192	61	441	0	117,469
Texas	75,540	19	235,723	59	86,366	21	4,649	1	402,278
Utah	498	2	3,260	11	24,341	79	2,873	9	30,972
Vermont	66	1	35	0	9,826	97	159	2	10,086
Virginia	34,025	47	1,496	2	35,638	49	866	1	72,025
Washington	4,895	8	7,795	13	42,378	71	5,023	8	60,091
West Virginia	2,458	7	590	2	33,322	91	63	0	36,433
Wisconsin	14,726	22	3,501	5	45,045	68	3,054	5	66,326
Wyoming	80	2	611	12	4,026	80	298	6	5,015
Puerto Rico	0	0	264,648	100	0	0	0	0	264,648
Bureau of Indian Affairs	0	0	0	0	0	0	17,168	100	17,168
Nation	1,487,977	28	1,439,549	27	2,183,894	41	256,746	5	5,368,166

a/ Percents (across) may not add to 100 due to rounding

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Table 1.17

Number and Percent of Chapter 1 Participants by Racial/Ethnic Classification,
1979-80 through 1990-91

Year	Native American or Asian	Percent of Total	Black, Not Hispanic	Percent of Total	Hispanic	Percent of Total	White, Not Hispanic	Percent of Total	Total Racial/ Ethnic
1979-80	173,685	4	1,371,304	30	702,940	15	2,324,433	51	4,572,362
1980-81	186,120	4	1,299,725	30	859,108	20	2,049,795	47	4,394,748
1981-82	131,789	4	1,002,116	29	582,408	17	1,699,030	50	3,415,343
1982-83	138,721	4	1,040,510	30	730,669	21	1,558,123	45	3,468,023
1983-84	188,138	5	1,122,407	28	924,517	23	1,747,691	44	3,982,753
1984-85	174,870	4	1,252,817	29	898,994	21	1,962,436	46	4,289,117
1985-86	192,984	4	1,319,907	28	1,106,902	24	2,089,988	44	4,709,781
1986-87	199,585	4	1,301,106	28	1,144,865	24	2,054,558	44	4,700,114
1987-88	226,491	5	1,367,197	28	1,231,874	25	2,121,428	43	4,946,990
1988-89	227,938	5	1,368,893	27	1,275,526	25	2,165,591	43	5,037,948
1989-90	244,177	5	1,445,326	28	1,359,025	26	2,162,953	42	5,211,481
1990-91	256,746	5	1,487,977	28	1,439,549	27	2,183,894	41	5,368,166

Table 1.18

Chapter 1 Participants by Year of Birth -- 1989-90 and 1990-91

Year of Birth[b/]	1989-90		1990-91		Percent Change in Number
	Number	Percent[a/]	Number	Percent[a/]	
Born 1988-84 (preschool) Born 1989-85	437,840	8	450,102	8	3
Born 1983-78 (elementary) Born 1984-79	3,454,057	66	3,620,528	67	5
Born 1977-75 (junior high) Born 1978-76	915,557	18	947,685	18	4
Born 1974-72 (high school) Born 1975-73	349,058	7	329,600	6	-6
Born 1971-68 (> 18 yrs old) Born 1972-68	59,904	1	36,308	1	-39
Total	5,216,416[c/]	100	5,384,223[d/]	100	3

a/ Percents may not add to 100 due to rounding.

b/ The year ranges for 1990-91 are indented below the year ranges for 1989-90.

c/ In 1989-90, the total number on this table will not correspond to the total on Table 1.1 because in 12 States, the total number reported by year of birth was not the same as the total number reported by grade. The largest differences were found in California, which reported 103,532 fewer participants by year of birth than by grade, and Missouri, which reported 6,981 fewer participants by year of birth than by grade.

d/ In 1990-91, the total number on this table will not correspond to the total on Table 1.1 because in 16 States, the total number reported by year of birth was not the same as the total number reported by grade. The largest difference was found in California, which reported 143,986 fewer participants by year of birth than by grade.

Table 1.19

Chapter 1 Participants by Gender -- 1989-90 and 1990-91

Gender	1989-90		1990-91	
	Number	Percent	Number	Percent
Male	2,867,502	55	2,928,631	54
Female	2,324,063	45	2,457,820	46
Total	5,191,565[a/]	100	5,386,451[b/]	100

a/ In 1989-90, the total number on this table will not correspond to the total on Table 1.1 because in 13 States, the total number reported by gender was not the same as the total number reported by grade. The largest differences were found in California, which reported 128,057 fewer participants by gender than by grade, and Missouri, which reported 6,651 fewer participants by gender than by grade.

b/ In 1990-91, the total number on this table will not correspond to the total on Table 1.1 because in 15 States, the total number reported by gender was not the same as the total number reported by grade. The largest difference was found in California, which reported 139,980 fewer participants by gender than by grade.

Table 1.20

Number and Percent of Public Chapter 1 Students Eligible, by State, 1989-90 and 1990-91

State	Number of Public Chapter 1 Students Eligible		Number of Public Chapter 1 Participants		Percent of Public Chapter 1 Eligible Participants Served a/	
	1989-90	1990-91	1989-90	1990-91	1989-90	1990-91
Alabama	261,645	194,145	127,391	127,166	49	66
Alaska		20,144		5,758		29
Arizona	191,069	214,704	66,638	78,898	35	37
Arkansas	138,405	149,477	66,474	71,344	48	48
California	1,211,309	1,062,978	1,016,211	1,062,978	84	100
Colorado	237,732	237,410	36,131	36,634	15	15
Connecticut	66,506	60,826	45,431	46,303	68	76
Delaware		9,407		9,410		100
District of Columbia	14,826	17,501	12,289	13,849	83	79
Florida	453,492	391,356	163,813	171,382	36	44
Georgia	267,636	262,989	141,485	141,731	53	54
Hawaii		14,500		14,482		100
Idaho	39,797	40,832	23,421	21,635	59	53
Illinois		215,174		153,382		71
Indiana	271,214	253,438	91,258	85,598	34	34
Iowa	89,032	89,402	36,457	35,817	41	40
Kansas	58,835	60,880	33,483	32,762	57	54
Kentucky	173,303	178,529	97,371	95,408	56	53
Louisiana	142,568	222,496	97,514	103,513	68	47
Maine	35,920	52,691	25,277	26,025	70	49
Maryland	108,593	109,836	63,797	65,794	59	60
Massachusetts	95,198	103,004	70,655	70,584	74	69
Michigan	223,193	249,373	140,247	156,575	63	63
Minnesota	68,753	110,159	59,264	65,940	86	60
Mississippi	182,069	185,030	121,119	143,087	67	77
Missouri	196,636	208,340	68,046	76,905	35	37
Montana	45,866	30,756	13,503	12,791	29	42
Nebraska	51,505	64,081	25,820	25,077	50	39
Nevada	23,758	24,765	9,349	9,574	39	39
New Hampshire	28,700	38,465	12,040	12,678	42	33
New Jersey	166,471	167,368	166,471	167,368	100	100
New Mexico	65,150	65,358	32,512	37,154	50	57
New York	434,272	490,025	326,759	364,178	75	74
North Carolina	262,211	245,459	113,761	114,528	43	47
North Dakota	16,357	16,830	9,800	9,681	60	58
Ohio	410,866	495,146	128,342	139,521	31	28
Oklahoma	170,225	172,606	58,427	56,750	34	33
Oregon	66,823	61,962	44,233	43,903	66	71
Pennsylvania	200,518	202,883	197,326	202,883	98	100
Rhode Island	24,698	34,245	14,052	14,538	57	42
South Carolina	180,554	181,925	57,300	60,636	32	33
South Dakota	30,868	32,989	13,780	12,814	45	39
Tennessee	143,295	167,972	106,274	116,881	74	70
Texas	583,697	398,267	406,560	392,385	70	99
Utah	44,363	44,494	29,387	31,135	66	70
Vermont	17,965	20,013	9,888	9,886	55	49
Virginia	117,938	120,416	69,558	71,402	59	59
Washington	100,349	200,697	59,173	58,466	59	29
West Virginia	35,210	36,659	32,885	36,126	93	99
Wisconsin	122,182	120,156	66,476	63,193	54	53
Wyoming	10,495	12,641	4,818	4,955	46	39
Puerto Rico	208,178	352,548	207,768	253,510	100	72
Bureau of Indian Affairs	39,791	17,168	15,998	17,168	40	100
Total for Those States Reporting b/	8,130,036	8,530,515	4,836,032	5,252,141	59	62
Number of States Reporting	49	53				

a/ Percent of eligible participants receiving services should not be compared across States as eligibility criteria vary based on the decisions made by State and local education officials

b/ The total participation figures reported here are only for those States which reported eligibility data. As a result, the total figures will not match the participation figures reported in Table 1.1.

Table 1.21

Number and Percent of Nonpublic Chapter 1 Students Eligible, by State, 1989-90 and 1990-91

State	Number of Nonpublic Chapter 1 Students Eligible		Number of Nonpublic Chapter 1 Participants		Percent of Nonpublic Chapter 1 Eligible Participants Served a/	
	1989-90	1990-91	1989-90	1990-91	1989-90	1990-91
Alabama	729	737	510	616	70	84
Alaska		188		26		14
Arizona	8,562	9,260	1,990	1,000	23	11
Arkansas		700		521		74
California	22,972	29,283	22,972	29,283	100	100
Colorado	1,000	593	441	565	44	95
Connecticut	2,751	2,297	2,113	2,140	77	93
Delaware		754		751		100
District of Columbia	666	587	633	587	95	100
Florida	4,187	3,742	2,452	2,441	59	65
Georgia		1,371		280		20
Hawaii		190		125		66
Idaho	179	434	179	434	100	100
Illinois						
Indiana	5,270	5,973	2,169	1,715	41	29
Iowa	6,141	6,141	2,343	2,185	38	36
Kansas	690	727	690	727	100	100
Kentucky		3,644		1,372		38
Louisiana	4,822	4,214	3,009	3,388	62	80
Maine	1,392	1,021	313	247	22	24
Maryland	4,242	3,399	3,110	3,048	73	90
Massachusetts	7,774	6,813	4,420	4,415	57	65
Michigan	8,102	7,369	2,814	2,930	35	40
Minnesota	3,707	3,356	2,898	3,267	78	97
Mississippi	2,676	2,138	1,983	1,590	74	74
Missouri	7,316	8,056	3,389	3,666	46	46
Montana	599	488	173	174	29	36
Nebraska	2,589	3,563	1,480	1,388	57	39
Nevada	332	142	73	90	22	63
New Hampshire	919	1,403	229	195	25	14
New Jersey	10,613	7,361	6,206	7,361	58	100
New Mexico	1,869	1,890	849	896	45	47
New York	37,307	38,802	30,188	27,382	81	71
North Carolina	892	527	366	298	41	57
North Dakota	417	424	336	297	81	70
Ohio	19,029	24,901	6,124	6,904	32	28
Oklahoma	383	373	310	281	81	75
Oregon	1,994	981	476	373	24	38
Pennsylvania	17,100	17,889	17,100	17,889	100	100
Rhode Island	1,156	1,404	320	741	28	53
South Carolina	499	433	237	179	47	41
South Dakota	1,288	1,041	474	347	37	33
Tennessee		420		420		100
Texas	4,429	4,012	4,429	4,012	100	100
Utah	145	200	31	117	21	59
Vermont	375	182	128	131	34	72
Virginia	1,497	1,767	615	606	41	34
Washington	1,239	2,410	1,103	911	89	38
West Virginia	192	160	188	160	98	100
Wisconsin	5,139	6,170	2,368	2,322	46	38
Wyoming	59	60	37	43	63	72
Puerto Rico	15,599	18,052	10,305	10,733	66	59
Bureau of Indian Affairs	--	--	--	--		
Total for Those States Repoti	218,838	238,042	142,573	151,569	65	64
Number of States Reporting	44	51				

a/ Percent of eligible participants receiving services should not be compared across States as eligibility criteria vary based on the decisions made by State and local education officials.

b/ The total participation figures reported here are only for those States which reported eligibility data. As a result, the total figures will not match the participation figures reported in Table 1.1.

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Table 1.22

Number and Percent of Total Chapter 1 Participants with Disabilities, 1989-90 and 1990-91

State	Total Chapter 1 Participants		Total Chapter 1 Students with Disabilities		Percent of Total	
	1989-90	1990-91	1989-90	1990-91	1989-90	1990-91
Alabama	130,028	129,131	2,965	4,684	2	4
Alaska	5,760	5,828	575	815	10	14
Arizona	69,570	80,783	2,442	2,015	4	2
Arkansas	67,223	72,050	2,513	2,138	4	3
California	1,140,074	1,164,728	55,701	61,080	5	5
Colorado	37,516	37,800	4,026	3,499	11	9
Connecticut	49,174	50,123	3,032	3,058	6	6
Delaware	10,416		500		5	
District of Columbia						
Florida	172,290	182,145	14,638	25,815	8	14
Georgia	142,527	142,554	6,350	6,378	4	4
Hawaii	14,966	14,607	185	217	1	1
Idaho	23,741	22,184	1,063	1,031	4	5
Illinois	155,369	160,479	6,886	6,459	4	4
Indiana	96,963	94,258	8,885	9,050	9	10
Iowa	39,436	38,630	1,777	1,794	5	5
Kansas	35,505	35,065	1,411	1,320	4	4
Kentucky	99,675	97,786	2,124	3,269	2	3
Louisiana	102,437	108,791	799	743	1	1
Maine	25,597	26,288	1,332	1,669	5	6
Maryland	67,923	69,901	5,393	4,141	8	6
Massachusetts	75,350	75,432	5,999	5,350	8	7
Michigan	143,270	159,806	2,848	3,373	2	2
Minnesota	64,329	71,397	3,752	5,597	6	8
Mississippi	123,634	145,192	387	825	0	1
Missouri	72,345	81,471	3,708	3,147	5	4
Montana	14,072	13,801	869	1,132	6	8
Nebraska	28,565	27,218	1,809	1,748	6	6
Nevada	9,861	10,206	142	176	1	2
New Hampshire	12,483	13,149	695	851	6	6
New Jersey	174,868	176,639	3,383	3,263	2	2
New Mexico	34,092	39,032	1,566	1,517	5	4
New York		399,499		18,790		5
North Carolina	114,687	115,526	3,037	3,545	3	3
North Dakota	10,192	10,037	629	465	6	5
Ohio	138,027	151,347	2,810	4,014	2	3
Oklahoma	59,072	57,506	2,121	1,956	4	3
Oregon		44,693		4,265		10
Pennsylvania	217,618	224,570	71	65	*	*
Rhode Island	14,554	15,361	1,047	1,147	7	7
South Carolina	57,803	61,187	5,443	6,086	9	10
South Dakota	14,564	13,498	1,099	988	8	7
Tennessee	107,734	118,188	5,978	5,859	6	5
Texas	417,601	402,283	24,534	24,534	6	6
Utah	29,418	31,252	3,235	3,051	11	10
Vermont	10,063	10,086	1,430	1,205	14	12
Virginia	70,485	72,025	2,339	2,340	3	3
Washington	62,132	60,091	4,671	4,337	8	7
West Virginia	33,087	36,334	800	906	2	2
Wisconsin	69,602	66,326	3,157	3,074	5	5
Wyoming	4,877	5,015	245	357	5	7
Puerto Rico		264,648		4,568		2
Bureau of Indian Affairs	15,998	17,168	1,361	1,852	9	11
Total for Those States Reporting a/	4,686,573	5,523,114	211,762	259,558	5	5
Number of States Reporting			49	51		

* Less than 1 percent

a/ The total participation figures reported here are only for those States which reported disability data. As a result, the total figures will not match the participation figures reported in Table 1.1.

Table 1.23

Number and Percent of Total Chapter 1 Participants
with Limited English Proficiency, 1989-90 and 1990-91

State	Total Chapter 1 Participants		Total Chapter 1 Students with Limited English Proficiency		Percent of Total	
	1989-90	1990-91	1989-90	1990-91	1989-90	1990-91
Alabama	130,028	129,131	95	67	*	*
Alaska	5,760	5,828	815	1,087	14	19
Arizona	69,570	80,783	12,242	13,555	18	17
Arkansas		72,050		115		*
California	1,140,074	1,164,728	386,286	464,352	34	40
Colorado	37,516	37,800	2,484	1,507	7	4
Connecticut	49,174	50,123	5,870	8,447	12	17
Delaware	10,416	10,161	600	104	6	1
District of Columbia	12,922	14,436	346	375	3	3
Florida	172,290	182,145	3,820	6,300	2	3
Georgia	142,527	142,554	467	600	*	*
Hawaii	14,966	14,607	963	750	6	5
Idaho	23,741	22,184	1,777	1,926	7	9
Illinois	155,369	160,479	6,096	4,312	4	3
Indiana	96,963	94,258	407	314	*	*
Iowa						
Kansas	35,505	35,065	691	528	2	2
Kentucky	99,675	97,786	121	146	*	*
Louisiana	102,437	108,791	427	433	*	*
Maine	25,597	26,288	177	152	1	1
Maryland	67,923	69,901	1,171	1,508	2	2
Massachusetts	75,350	75,432	4,384	7,345	6	10
Michigan	143,270	159,806	2,679	3,379	2	2
Minnesota	64,329	71,397	2,518	2,294	4	3
Mississippi	123,634	145,192	260	215	*	*
Missouri	72,345	81,471	330	187	*	*
Montana	14,072	13,801	1,337	1,124	10	8
Nebraska	28,565	27,218	145	171	1	1
Nevada	9,861	10,206	264	247	3	2
New Hampshire	12,483	13,149	110	87	1	1
New Jersey	174,868	176,639	15,633	14,072	9	8
New Mexico	34,092	39,032	7,931	7,059	23	18
New York	363,587	399,499	18,175	63,733	5	16
North Carolina	114,687	115,526	406	450	*	*
North Dakota	10,192	10,037	233	205	2	2
Ohio	138,027	151,347	1,730	1,516	1	1
Oklahoma	59,072	57,506	1,366	1,588	2	3
Oregon	46,255	44,693	1,562	1,643	3	4
Pennsylvania	217,618	224,570	4,611	4,915	2	2
Rhode Island	14,554	15,361	1,126	860	8	6
South Carolina	57,803	61,187	140	154	*	*
South Dakota	14,564	13,498	181	253	1	2
Tennessee	107,734	118,188	336	175	*	*
Texas	417,601	402,283	86,866	86,866	21	22
Utah	29,418	31,252	1,282	1,394	4	4
Vermont	10,063	10,086	41	23	*	*
Virginia	70,485	72,025	371	345	1	*
Washington		60,091		3,491		6
West Virginia	33,087	36,334	34	53	*	*
Wisconsin	69,602	66,326	1,547	1,703	2	3
Wyoming	4,877	5,015	100	66	2	1
Puerto Rico	218,483	264,648	127,688	255,601	58	97
Bureau of Indian Affairs	15,998	17,168	4,595	5,422	29	32
Total for Those States Reporting a/	5,159,029	5,509,081	712,836	973,214	14	18
Number of States Reporting			50	52		

* Less than 1 percent

a/ The total participation figures reported here are only for those States which reported LEP data. As a result, the total figures will not match the participation figures reported in Table 1.1

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SCHOOLWIDE AND INNOVATION PROJECTS

A total of 1,629 schoolwide projects were reported by the 40 States, Puerto Rico, and the Bureau of Indian Affairs. Twenty-seven States, Puerto Rico, and the Bureau of Indian Affairs reported 371 LEAs operated innovation projects during 1990-91.

Schoolwide Projects

The schoolwide project provision of P.L. 100-297 allows LEAs to use Chapter 1 funds to carry out a project to upgrade the entire educational program in a school that meets the schoolwide project requirements. In order for a school to be eligible, not less than 75 percent of the students enrolled in the school must be from low-income families.

Forty States, Puerto Rico, and the Bureau of Indian Affairs reported the number of schools with schoolwide projects in 1990-91, an increase of three over the number of States reporting these data in 1989-90. Across the States reporting, 1,629 schools with schoolwide projects were reported. The number of schoolwide projects in a State ranged from 1 in Iowa, Kansas, North Dakota, and Rhode Island, to 259 in California. (Table 1.24)

LEAs Operating Innovation Projects

The Chapter 1 statute allows an LEA to use up to 5 percent of the funds it receives for conducting innovation projects. The purpose of innovation projects is to promote quality in the Chapter 1 LEA program. Innovation projects may include:

- continuation of services to children who received Chapter 1 services in any preceding year for a period sufficient to maintain progress made during their participation in the program;
- provision of continued services, for a period not to exceed two additional years, to children participating in a Chapter 1 project who are transferred to ineligible areas or schools as part of a desegregation plan;
- incentive payments to schools that have demonstrated significant progress and success in attaining the goals of Chapter 1;

- training of Chapter 1 and non-Chapter 1 paid teachers and librarians with respect to the special educational needs of eligible children and integration of activities under Chapter 1 into regular classroom programs;

- programs to encourage innovative approaches to parental involvement or rewards to or expansion of exemplary parental involvement programs;

- encouraging the involvement of community and private sector resources in meeting the needs of eligible children; or

- assistance to schools identified for school program improvement.

Twenty-seven States, Puerto Rico, and the Bureau of Indian Affairs reported that 371 LEAs operated innovation projects in 1990-91. This was an increase of three over the number of States reporting in 1989-90. The number of innovation projects in a State ranged from 1 in Connecticut, Florida, Nevada, North Carolina, North Dakota, Ohio, Oregon, South Carolina, South Dakota, and Puerto Rico, to 124 in New York. (Table 1.25)

Table 1.24

Number of Schools with Schoolwide Projects,
by State, 1989-90 and 1990-91

State	Number of Schools with Schoolwide Projects 1989-90	1990-91
Alabama	42	68
Alaska	15	6
Arizona	20	36
Arkansas	8	34
California	144	259
Colorado	1	2
Connecticut		
Delaware		
District of Columbia		
Florida	88	113
Georgia	3	28
Hawaii		
Idaho	1	4
Illinois	17	13
Indiana	4	6
Iowa		1
Kansas	1	1
Kentucky	45	59
Louisiana		12
Maine		
Maryland	33	29
Massachusetts	28	44
Michigan	2	36
Minnesota	2	2
Mississippi	37	86
Missouri	2	10
Montana		
Nebraska		
Nevada		
New Hampshire		
New Jersey	8	16
New Mexico	14	25
New York	60	122
North Carolina	8	37
North Dakota	1	1
Ohio	6	30
Oklahoma	6	7
Oregon	8	10
Pennsylvania	61	104
Rhode Island	1	1
South Carolina	1	7
South Dakota	12	12
Tennessee	131	130
Texas	12	164
Utah	4	4
Vermont		
Virginia	10	7
Washington	3	3
West Virginia	5	23
Wisconsin	9	20
Wyoming		
Puerto Rico		9
Bureau of Indian Affairs	27	48
Total Among Those States That Reported Data	880	1,629
Number of States Reporting	39	42

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Table 1.25

Number of LEAs Operating Innovation Projects,
by State: 1989-90 and 1990-91

State	Number of LEAs Operating Innovation Projects 1989-90	1990-91
Alabama	2	2
Alaska	4	4
Arizona	6	6
Arkansas	8	5
California	57	66
Colorado		
Connecticut	1	1
Delaware		
District of Columbia		
Florida	2	1
Georgia		
Hawaii		
Idaho		
Illinois		20
Indiana		
Iowa		
Kansas		
Kentucky		
Louisiana		
Maine		
Maryland	4	17
Massachusetts		
Michigan		
Minnesota	2	7
Mississippi	8	20
Missouri		
Montana		
Nebraska		
Nevada	1	1
New Hampshire		
New Jersey	4	5
New Mexico	13	2
New York	46	124
North Carolina	3	1
North Dakota	1	1
Ohio		1
Oklahoma		
Oregon	2	1
Pennsylvania	11	17
Rhode Island	2	2
South Carolina	2	1
South Dakota	1	1
Tennessee	4	16
Texas		
Utah	11	8
Vermont	1	7
Virginia		
Washington		
West Virginia		
Wisconsin	8	30
Wyoming		
Puerto Rico	1	1
Bureau of Indian Affairs		3
Total Among Those States That Reported Data	205	371
Number of States Reporting	26	29

CHAPTER 2

ACHIEVEMENT INFORMATION FOR THE CHAPTER 1 LEA PROGRAM

This chapter provides information on the use of norm referenced tests and on annual achievement data for the Chapter 1 LEA program. Achievement data in both basic skills and advanced skills are presented for 1990-91 participants as well as trends in basic skills for the twelve-year period from 1979-80 to 1990-91. Only those States that reported scores from an annual testing cycle are included in this report. The chapter concludes with a discussion of the number of schools identified for program improvement.

USE OF NORM REFERENCED TESTS (NRTs)

While NRTs have a number of strengths (particularly that they produce objective, reliable information for an investment of relatively little time and money), the NRT achievement data collected by the State Performance Reports do not reflect the advances made in cognitive science in recent years. Unlike the NRTs, newer student assessment instruments evaluate the student's ability to synthesize information and demonstrate their skills in solving real-world problems. Also, the State Performance Reports' dependence on a normative standard has been questioned. Setting program goals toward average performance of other students can limit what is expected and what is taught. In addition, the present reporting system does not fully support the legislative mandate to examine advanced skills. Reporting reading comprehension and mathematics applications/problem solving subtests falls short of the mandate. Although these subtests approach an assessment of advanced skills, the multiple choice format limits the student to one problem solving strategy rather than applying the variety of skills necessary to answer open-ended questions. The multiple choice formats often lead students toward a process of eliminationg options in order to enhance the probability of a correct guess.

Also, there are substantial limitations to using NRTs to select schools for program improvement. A school is targeted for program improvement if the aggregate achievement scores of Chapter 1 students show no change or show a decline over the course of the year. However, the selection of schools for improvement based on annual NCE gains presents a problem because of a relatively large standard error. A number of schools are identified for program improvement which then appear to randomly improve without intervention. Also, the information rendered by NRTs is not useful in guiding improvement efforts.

NUMBER OF STATES REPORTING

Forty States, the District of Columbia, Puerto Rico, and the Bureau of Indian Affairs submitted annual basic skills reading achievement data, and 40 States, the District of Columbia, Puerto Rico, and the Bureau of Indian Affairs submitted annual basic skills mathematics data.[10] *Annual advanced skills achievement data were submitted by 47 States, the District of Columbia, and the Bureau of Indian Affairs in reading comprehension and by 48 States, the District of Columbia, and the Bureau of Indian Affairs in mathematics problems and applications.*[11] *In addition, 35 States and the Bureau of Indian Affairs reported achievement data for basic skills other language arts.*

The achievement data required from the States includes membership, number tested, pretest and posttest normal curve equivalent (NCE) scores, and NCE gain scores. (Appendix D presents this information at the State-level as well as the corresponding pretest and posttest percentiles for 1990-91, while Appendix E presents national level percentile information over the 12 year period.) Although NCEs are collected on the State Performance Reports, percentiles are displayed in this chapter as a more generally understood measure of achievement.[12] The reader should note that changes in percentiles are not the same as changes in NCEs. See Appendix G for an explanation of the relationship between NCEs and percentiles.

Achievement data for reading, mathematics, and other language arts were reported for grades 2 through 12, although States did not necessarily report for all grades. Annual testing cycle data consists of fall-fall testing, spring-spring testing, or a combination of the two.

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[9]Due to the nature of the tests given by Puerto Rico, its achievement data were not comparable to that provided by the States, the District of Columbia, and the Bureau of Indian Affairs.

[10]Connecticut and Florida did not submit achievement data for 1990-91.

[11]Eight States (Alabama, Alaska, California, Delaware, Hawaii, Montana, Vermont, and Washington) submitted data for advanced skills only. Their data are displayed on the advanced skills tables only.

[12]The NCE is a standard score resulting from the division of the normal curve into 99 equal units, and is derived from the percentile rank. The 50th percentile (i.e., an NCE of 50) is the national norm. The national level NCE information is shown in Appendix F.

BASIC SKILLS ACHIEVEMENT

Number of Chapter 1 Students Tested

In the States that reported data, a total of 1,378,917 Chapter 1 students were tested in basic skills reading, 802,855 Chapter 1 students were tested in basic skills mathematics, and 241,177 Chapter 1 students were tested in other language arts. (Tables 2.1 through 2.3)

Compared to the number of elementary students tested, a relatively small number of Chapter 1 secondary students were tested. For both reading and mathematics, about 80 percent of Chapter 1 students tested were in grades 2 through 6. Less than 10 percent of the Chapter 1 students tested were in grades 9 through 12. Over 60 percent of students tested in other language arts were in grades 2-6; 12 percent were in grades 9-12.

Achievement Results[13]

Among Chapter 1 students tested in reading, mathematics, and other language arts, posttest scores were higher than pretest scores at every grade level.

Pretest percentiles in reading ranged from 15 in grade 12 to 20 in grades 3, 4, 5, 6, 8, and 9. Posttest percentiles ranged from 19 in grade 12 to 26 in grades 2 and 4. (Table 2.1)

Pretest percentiles in mathematics ranged from 19 in grade 12 to 24 in grade 10, while posttest percentiles ranged from 24 in grade 12 to 35 in grade 2. (Table 2.2)

Pretest percentiles in other language arts ranged from 18 in grades 3, 6, and 12 to 21 in grades 9 through 11. Posttest percentiles ranged from 19 in grade 12 to 25 in grades 2 and 3. (Table 2.3)

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[13]For individual State results for grades 2-12, see Appendix Tables D.1 through D.5.

ADVANCED SKILLS ACHIEVEMENT

Number of Chapter 1 Students Tested

In the States that reported data, a total of 1,749,158 Chapter 1 students were tested in advanced skills reading (reading comprehension), and 1,093,300 Chapter 1 students were tested in advanced skills mathematics (problems and applications) on an annual cycle.

In 1990-91, 47 States, the District of Columbia, and the Bureau of Indian Affairs submitted achievement data for reading comprehension and 48 States, the District of Columbia, and the Bureau of Indian Affairs submitted achievement results for problems and applications. In the States that reported data, a total of 1,749,158 Chapter 1 students were tested in advanced skills reading, and 1,093,300 Chapter 1 students were tested in advanced skills mathematics on an annual cycle. (Tables 2.4 and 2.5)

About 80 percent of the students tested in advanced skills reading and mathematics were in grades 2-6. Approximately 7 percent of the Chapter 1 students tested in reading and mathematics were in grades 9 through 12.

Achievement Results

Among Chapter 1 students tested in reading comprehension and problems and applications posttest scores were higher than pretest scores at every grade level.

Pretest percentiles in reading comprehension ranged from 18 in grade 2 to 21 in grades 5 and 8. Posttest percentiles ranged from 20 in grade 12 to 25 in grades 2 through 4. (Table 2.4)

Pretest percentiles in problems and applications ranged from 18 in grade 10 to 25 in grades 2 and 12. Posttest percentiles ranged from 21 in grade 10 to 32 in grade 2. (Table 2.5)

PROGRAM IMPROVEMENT

Nationally, 20 percent of Chapter 1 schools were identified for program improvement in 1990-91 because the Chapter 1 students in those schools showed no change or showed a decline in aggregate achievement scores over the course of the year.

As part of the Hawkins-Stafford amendments, LEAs are required to identify schools within their district in need of program improvement. The minimum program requirement under the 1988 reauthorization is that schools are identified as in need of program improvement if the aggregate achievement scores of Chapter 1 students show no change or show a decline over the course of the year. Individual States may require the use of a cutoff point higher than the statutory minimum. Once schools have been identified for program improvement, the districts are required to intervene and begin working to improve the schools during the following school year by establishing and implementing a plan for improvement.

All 50 States, the District of Columbia, Puerto Rico, and the Bureau of Indian Affairs reported data on the number of schools identified for program improvement. Nationwide, 20 percent of Chapter 1 schools were identified for program improvement in 1990-91. Percents ranged from a low of 2 percent in Oregon, to a high of 70 percent in Maryland. (Table 2.6)

The number of LEAs with schools identified for program improvement was reported by all 50 States, the District of Columbia, Puerto Rico, and the Bureau of Indian Affairs in 1990-91. Nationwide, 3,917 LEAs had schools identified for program improvement in 1990-91. (Table 2.7)

Table 2.1

Basic Skills Reading Achievement Results for Chapter 1
Students Tested on an Annual Cycle -- 1990-91

Grade	Weighted Number Tested	Number of States Reporting	Percentile		
			Pretest	Posttest	Change
2	250,134	41	18	26	8
3	263,365	42	20	25	5
4	239,290	42	20	26	6
5	208,548	42	20	24	4
6	154,223	42	20	23	3
7	105,929	40	19	23	4
8	88,762	40	20	23	3
9	36,724	39	20	23	3
10	17,887	37	19	23	4
11	9,609	37	18	21	3
12	4,446	33	15	19	4
Grades 2-12 for the 42 States that reported data	1,378,917		19	24	5

Table 2.2

Basic Skills Mathematics Achievement Results for Chapter 1
Students Tested on an Annual Cycle -- 1990-91

Grade	Weighted Number Tested	Number of States Reporting	Percentile		
			Pretest	Posttest	Change
2	109,650	41	21	35	14
3	136,107	42	23	31	8
4	145,189	42	23	32	9
5	134,100	42	23	30	7
6	105,562	42	23	30	7
7	68,224	40	22	27	5
8	61,713	40	23	26	3
9	25,215	37	22	25	3
10	10,098	35	24	28	4
11	4,964	35	22	25	3
12	2,033	29	19	24	5
Grades 2-12 for the 42 States that reported data	802,855		23	30	7

Table 2.3

Basic Skills Other Language Arts Achievement Results for
Chapter 1 Students Tested on an Annual Cycle -- 1990-91

Grade	Weighted Number Tested	Number of States Reporting	Percentile		
			Pretest	Posttest	Change
2	32,264	34	19	25	6
3	36,191	35	18	25	7
4	32,556	36	19	23	4
5	31,278	36	19	23	4
6	28,369	33	18	22	4
7	27,519	34	19	22	3
8	24,857	33	19	22	3
9	14,309	33	21	24	3
10	7,348	31	21	24	3
11	4,246	29	21	23	2
12	2,240	27	18	19	1
Grades 2-12 for the 36 States that reported data	241,177		19	23	4

Table 2.4

Advanced Skills Reading Achievement Results for Chapter 1
Students Tested on an Annual Cycle -- 1990-91

Grade	Weighted Number Tested	Number of States Reporting	Percentile		
			Pretest	Posttest	Change
2	308,040	48	18	25	7
3	323,341	49	19	25	6
4	295,912	49	20	25	5
5	264,553	49	21	24	3
6	197,771	49	20	24	4
7	128,375	48	20	24	4
8	117,206	48	21	24	3
9	53,048	47	20	23	3
10	30,342	45	19	22	3
11	20,706	44	19	21	2
12	9,864	42	19	20	1
Grades 2-12 for the 49 States that reported data	1,749,158		20	24	4

Table 2.5

Advanced Skills Mathematics Achievement Results for Chapter 1
Students Tested on an Annual Cycle -- 1990-91

Grade	Weighted Number Tested	Number of States Reporting	Percentile		
			Pretest	Posttest	Change
2	141,114	49	25	32	7
3	172,654	50	23	28	5
4	180,323	50	22	28	6
5	223,877	50	21	23	2
6	135,637	50	21	25	4
7	84,968	48	20	24	4
8	82,125	48	22	24	2
9	34,722	45	20	22	2
10	18,550	42	18	21	3
11	13,072	39	21	25	4
12	6,258	33	25	26	1
Grades 2-12 for the 50 States that reported data	1,093,300		22	26	4

Table 2.6

Number and Percent of Chapter 1 Schools Identified for Program Improvement, by State, 1989-90 and 1990-91

State	Number of Schools with Chapter 1		Number of Chapter 1 Schools Identified for Program Improvement a/		Percent of Chapter 1 Schools Identified for Program Improvement	
	1989-90	1990-91	1989-90	1990-91	1989-90	1990-91
Alabama	922	921	220	219	24	24
Alaska	199	178	23	33	12	19
Arizona	844	572	93	166	11	29
Arkansas	885	907	202	230	23	25
California	3,830	3,877	214	297	6	8
Colorado	564	616	49	96	9	16
Connecticut	636	618	42	47	7	8
Delaware	108	110	45	8	42	7
District of Columbia	131	136	NA	64	--	47
Florida	1,266	1,011	317	356	25	35
Georgia	1,107	1,078	169	266	15	25
Hawaii	91	103	46	56	51	54
Idaho	406	397	45	100	11	25
Illinois	2,351	2,365	286	426	12	18
Indiana	1,157	1,126	333	326	29	29
Iowa	892	896	36	89	4	10
Kansas	730	739	88	130	12	18
Kentucky	949	960	99	109	10	11
Louisiana	851	830	88	310	10	37
Maine	557	551	94	60	17	11
Maryland	428	404	269	283	63	70
Massachusetts	1,012	983	183	178	18	18
Michigan	2,037	2,073	395	429	19	21
Minnesota	941	997	79	109	8	11
Mississippi	777	778	411	478	53	61
Missouri	596	618	81	233	14	38
Montana	460	581	68	67	15	12
Nebraska	325	322	196	180	60	56
Nevada	98	107	5	12	5	11
New Hampshire	315	305	21	40	7	13
New Jersey	2,133	1,896	216	292	10	15
New Mexico	424	442	113	97	27	22
New York	3,269	2,915	138	206	4	7
North Carolina	1,338	1,313	271	458	20	35
North Dakota	351	350	19	56	5	16
Ohio	2,015	2,371	406	264	20	11
Oklahoma	1,097	1,086	74	90	7	8
Oregon	790	790	107	16	14	2
Pennsylvania	2,344	2,312	575	705	25	30
Rhode Island	147	154	69	73	47	47
South Carolina	526	540	176	112	33	21
South Dakota	518	432	70	90	14	21
Tennessee	861	908	412	508	48	56
Texas	2,797	5,520	438	616	16	11
Utah	277	274	40	61	14	22
Vermont	299	299	46	70	15	23
Virginia	856	885	155	200	18	23
Washington	895	955	38	90	4	9
West Virginia	562	579	113	151	20	26
Wisconsin	1,480	1,379	129	370	9	27
Wyoming	129	129	29	13	22	10
Puerto Rico	1,373	1,360	967	184	70	14
Bureau of Indian Affairs	167	167	115	116	69	69
Nation	50,113	52,215	8,913	10,235	18	20
Number of States Reporting	53	53	53	53		

a/ Schools may be identified for program improvement for more than one year. As a result, the total figures from one year to the next may include some of the same schools.

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Table 2.1

Number of LEAs with Schools Identified for Program Improvement, 1989-90 and 1990-91

State	Number of LEAs	
	1989-90	1990-91
Alabama	67	62
Alaska	8	15
Arizona	37	82
Arkansas	107	124
California	70	86
Colorado	29	52
Connecticut	19	22
Delaware	15	8
District of Columbia	1	1
Florida	39	44
Georgia	85	85
Hawaii	7	7
Idaho	32	48
Illinois	99	192
Indiana	135	139
Iowa	27	71
Kansas	46	65
Kentucky	54	60
Louisiana	37	50
Maine	49	38
Maryland	21	20
Massachusetts	51	59
Michigan	181	175
Minnesota	73	79
Mississippi	109	121
Missouri	49	122
Montana	61	53
Nebraska	128	113
Nevada	3	7
New Hampshire	14	25
New Jersey	119	162
New Mexico	30	30
New York	83	121
North Carolina	89	102
North Dakota	19	38
Ohio	145	109
Oklahoma	57	65
Oregon	54	15
Pennsylvania	224	247
Rhode Island	24	20
South Carolina	70	65
South Dakota	50	66
Tennessee	78	139
Texas	190	242
Utah	16	23
Vermont	25	32
Virginia	51	64
Washington	28	42
West Virginia	29	37
Wisconsin	66	148
Wyoming	19	8
Puerto Rico	1	1
Bureau of Indian Affairs	115	116
Nation	3,235	3,917
Number of States Reporting	53	53

CHAPTER 3

ALLOCATION AND COST INFORMATION FOR THE CHAPTER 1 LEA PROGRAM

This chapter presents national and State-by-State information on the 1990-91 funding for the Chapter 1 LEA program for the 50 States, the District of Columbia, Puerto Rico, and the Bureau of Indian Affairs and, where appropriate, compares 1989-90 and 1990-91 funding figures. Information on both total allocations and per-participant Chapter 1 funding is presented, as is the number of concentration grants and the funding for State program improvement grants.

CHAPTER 1 LEA PROGRAM ALLOCATIONS

Allocations for the Chapter 1 LEA program to the 50 States, the District of Columbia, Puerto Rico, and the Bureau of Indian Affairs for 1990-91 totaled approximately $4.8 billion, an 18 percent increase from the 1989-90 allocations of slightly over $4.0 billion.[14]

State Chapter 1 allocations for 1990-91 ranged from $5.8 million in Wyoming to almost $517 million in New York. All States received increased allocations from 1989-90 to 1990-91. The increases ranged from 8 percent in the Bureau of Indian Affairs to 20 percent or more in 15 States (Alabama, Arkansas, District of Columbia, Florida, Kentucky, Louisiana, Maine, Mississippi, Missouri, New Hampshire, New York, Ohio, Tennessee, Vermont, and Virginia). (Table 3.1)

Fifteen States and Puerto Rico received grants of over $100 million, and four States received grants of under $10 million.

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[14]The total 1990-91 Chapter 1 allocations also included $6.0 million for American Samoa, Guam, the Trust Territories, Northern Marianas, and the Virgin Islands. These territories are not included in this report, and their funds are not included in the total reported.

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CHAPTER 1 ALLOCATION PER PARTICIPANT

The average allocation per participant under the Chapter 1 LEA program was $857 in 1990-91. This figure represents a 14 percent increase from 1989-90's figure of $753.

In 1990-91, for the nation as a whole, the Chapter 1 allocation per participant equalled $857.[15] In individual States, the allocation per participant ranged from a low of $398 in California to a high of $1,593 in the Bureau of Indian Affairs. Only five States and Puerto Rico had Chapter 1 allocations per participant of less than $700. Twenty-two States, the District of Columbia, and the Bureau of Indian Affairs had Chapter 1 allocations per participant of $1,000 or more. (Table 3.2)

CONCENTRATION GRANTS

Across the 50 States, the District of Columbia, and Puerto Rico, over 6,000 LEAs received concentration grants in 1990-91.[16]

Concentration grants are designed to augment basic grants in LEAs with very high concentrations of children from low-income families.

Fifty States, the District of Columbia, and Puerto Rico reported the number of LEAs receiving concentration grants in 1990-91, and across these States, 6,228 concentration grants were reported. The number of grants received ranged from 1 in the District of Columbia to 530 in Texas. (Table 3.3)

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[15]The Chapter 1 allocation per participant figures were computed in the following way: the allocation to the State for a given year was divided by the number of total Chapter 1 participants the State reported during that year. The allocation information was obtained from the ED Budget Office. This calculation does not take into account funds that may have been carried over from the previous year.

[16]The Bureau of Indian Affairs does not receive concentration grant funding.

STATE PROGRAM IMPROVEMENT GRANTS

Thirty-three States and Puerto Rico received grants of more than $90,000 (the minimum grant amount), and two States (California and New York) received grants of greater than $1.0 million.

State Program Improvement grants are distributed to LEAs for use in establishing and implementing program improvement plans.

All 50 States, the District of Columbia, and Puerto Rico received State Program Improvement grants.[17] In 33 States and Puerto Rico, the grant amount exceeded the $90,000 minimum, and two States (California and New York) received grants of greater than $1.0 million. The remaining 17 States received $90,000. (Table 3.4)

[17]The Bureau of Indian Affairs does not receive program improvement grant funding.

Table 3.1

Chapter 1 LEA Program Allocations and Participation
1989-90 and 1990-91

	Allocations			Total Chapter 1 Participation		
	Basic and Concentration Grants Combined					
State	1989-90	1990-91	Percent Change	1989-90	1990-91	Percent Change
Alabama	86,147,398	103,648,970	20	130,028	129,131	-1
Alaska	6,885,794	7,871,670	14	5,760	5,828	1
Arizona	44,470,954	52,616,311	18	69,570	80,783	16
Arkansas	47,941,872	57,643,608	20	67,223	72,050	7
California	396,257,266	463,174,140	17	1,140,074	1,164,728	2
Colorado	36,364,267	42,950,446	18	37,516	37,800	1
Connecticut	42,898,643	50,454,091	18	49,174	50,123	2
Delaware	11,639,311	13,390,099	15	10,416	10,161	-2
District of Columbia	18,276,217	22,021,751	20	12,922	14,436	12
Florida	168,118,188	204,201,699	21	172,290	182,145	6
Georgia	114,214,565	130,492,327	14	142,527	142,554	*
Hawaii	11,967,069	13,440,172	12	14,966	14,607	-2
Idaho	11,961,553	13,784,286	15	23,741	22,184	-7
Illinois	188,824,120	224,098,707	19	155,369	160,479	3
Indiana	61,863,722	71,751,410	16	96,963	94,258	-3
Iowa	33,673,559	39,469,513	17	39,436	38,630	-2
Kansas	26,048,570	30,706,261	18	35,505	35,065	-1
Kentucky	71,857,753	85,951,394	20	99,675	97,786	-2
Louisiana	95,744,751	115,032,506	20	102,437	108,791	6
Maine	18,961,564	22,896,996	21	25,597	26,288	3
Maryland	67,157,633	79,058,419	18	67,923	69,901	3
Massachusetts	93,218,410	109,596,178	18	75,350	75,432	*
Michigan	154,593,029	184,616,537	19	143,270	159,806	12
Minnesota	48,227,364	55,234,446	15	64,329	71,397	11
Mississippi	77,691,617	93,466,026	20	123,634	145,192	17
Missouri	65,940,007	80,059,090	21	72,345	81,471	13
Montana	12,119,438	13,221,188	9	14,072	13,801	-2
Nebraska	19,396,206	22,509,710	16	28,565	27,218	-5
Nevada	7,478,690	8,219,905	10	9,861	10,206	3
New Hampshire	9,544,625	11,505,334	21	12,483	13,149	5
New Jersey	132,113,307	156,949,117	19	174,868	176,639	1
New Mexico	31,645,395	37,054,810	17	34,092	39,032	14
New York	430,300,064	516,825,606	20	363,587	399,499	10
North Carolina	94,421,142	112,045,540	19	114,687	115,526	1
North Dakota	8,883,236	9,791,008	10	10,192	10,037	-2
Ohio	137,407,671	165,715,770	21	138,027	151,347	10
Oklahoma	39,379,815	46,595,384	18	59,072	57,506	-3
Oregon	32,408,114	38,312,811	18	46,255	44,693	-3
Pennsylvania	194,577,874	231,883,563	19	217,618	224,570	3
Rhode Island	15,327,713	18,091,544	18	14,554	15,361	6
South Carolina	62,819,609	74,310,903	18	57,803	61,187	6
South Dakota	12,247,843	14,571,984	19	14,564	13,498	-7
Tennessee	84,398,804	101,478,690	20	107,734	118,188	10
Texas	261,324,773	307,473,887	18	417,601	402,283	-4
Utah	14,241,558	16,388,535	15	29,418	31,252	6
Vermont	8,585,678	10,740,482	25	10,063	10,086	*
Virginia	80,057,424	97,562,531	22	70,485	72,025	2
Washington	46,284,981	53,042,389	15	62,132	60,091	-3
West Virginia	37,953,051	43,037,845	13	33,087	36,334	10
Wisconsin	59,710,262	68,076,535	14	69,602	66,326	-5
Wyoming	5,106,224	5,827,410	14	4,877	5,015	3
Puerto Rico	149,270,807	176,099,991	18	218,483	264,648	21
Bureau of Indian Affairs	25,217,026	27,344,592	8	15,998	17,168	7
Total	4,013,166,526	4,752,304,117	18	5,327,820	5,547,711	4

* Less than 1 percent

Table 3.2

Allocation Per Participant for the Chapter 1 LEA Program —
1989-90 and 1990-91 a/

State	Allocation Per Participant 1989-90	1990-91	Percent Change
Alabama	$663	$803	21
Alaska	1,195	1,351	13
Arizona	639	651	2
Arkansas	713	800	12
California	348	398	14
Colorado	969	1,136	17
Connecticut	872	1,007	15
Delaware	1,117	1,318	18
District of Columbia	1,414	1,525	8
Florida	976	1,121	15
Georgia	801	915	14
Hawaii	800	920	15
Idaho	504	621	23
Illinois	1,215	1,396	15
Indiana	638	761	19
Iowa	854	1,022	20
Kansas	734	876	19
Kentucky	721	879	22
Louisiana	935	1,057	13
Maine	741	871	18
Maryland	989	1,131	14
Massachusetts	1,237	1,453	17
Michigan	1,079	1,155	7
Minnesota	750	774	3
Mississippi	628	644	2
Missouri	911	983	8
Montana	861	958	11
Nebraska	679	827	22
Nevada	758	805	6
New Hampshire	765	875	14
New Jersey	756	889	18
New Mexico	928	949	2
New York	1,183	1,294	9
North Carolina	823	970	18
North Dakota	872	975	12
Ohio	996	1,095	10
Oklahoma	667	810	22
Oregon	701	857	22
Pennsylvania	894	1,033	15
Rhode Island	1,053	1,178	12
South Carolina	1,087	1,214	12
South Dakota	841	1,080	28
Tennessee	783	859	10
Texas	626	764	22
Utah	484	524	8
Vermont	853	1,065	25
Virginia	1,136	1,355	19
Washington	745	883	18
West Virginia	1,147	1,185	3
Wisconsin	858	1,026	20
Wyoming	1,047	1,162	11
Puerto Rico	683	665	-3
Bureau of Indian Affairs	1,576	1,593	1
Total	$753	$857	14

a/ The Chapter 1 allocation per participant figures were computed in the following way: the allocation to the State for a given year was divided by the number of total Chapter 1 participants the State reported during that year. The allocation information was obtained from the ED Budget Office. This calculation does not take into account funds that may have been carried over from the previous year.

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Table 3.3

Number of LEAs Receiving Basic Grants and Number of LEAs Receiving Basic Grants that Also Received Concentration Grants, by State, 1990–91

State	Number of LEAs that Received Basic Grants	Number of LEAs that also Received Concentration Grants
Alabama	128	121
Alaska	50	24
Arizona	218	138
Arkansas	324	282
California	985	351
Colorado	175	62
Connecticut	161	15
Delaware	19	12
District of Columbia	1	1
Florida	67	60
Georgia	184	149
Hawaii	7	4
Idaho	111	86
Illinois	971	220
Indiana	292	24
Iowa	429	147
Kansas	302	53
Kentucky	175	135
Louisiana	66	61
Maine	184	87
Maryland	24	6
Massachusetts	339	27
Michigan	562	150
Minnesota	421	179
Mississippi	156	152
Missouri	601	252
Montana	313	150
Nebraska	396	179
Nevada	16	4
New Hampshire	232	134
New Jersey	583	135
New Mexico	88	70
New York	718	268
North Carolina	134	107
North Dakota	257	205
Ohio	613	76
Oklahoma	576	377
Oregon	296	249
Pennsylvania	501	90
Rhode Island	37	4
South Carolina	91	77
South Dakota	177	142
Tennessee	139	121
Texas	973	530
Utah	40	31
Vermont	251	140
Virginia	125	69
Washington	283	50
West Virginia	55	42
Wisconsin	421	59
Wyoming	46	21
Puerto Rico	100	100
Bureau of Indian Affairs a/	167	--
Nation	14,580	6,228

a/ The Bureau of Indian Affairs does not receive Concentration Grant funding.

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Table 3.4

State Program Improvement Grants, by State
1990-91

State	Grant Amount
Alabama	$237,085
Alaska	90,000
Arizona	135,812
Arkansas	141,813
California	1,257,302
Colorado	108,073
Connecticut	125,297
Delaware	90,000
District of Columbia	90,000
Florida	519,385
Georgia	300,814
Hawaii	90,000
Idaho	90,000
Illinois	563,095
Indiana	175,154
Iowa	91,544
Kansas	90,000
Kentucky	201,709
Louisiana	270,272
Maine	90,000
Maryland	182,578
Massachusetts	282,747
Michigan	456,260
Minnesota	130,363
Mississippi	214,696
Missouri	185,036
Montana	90,000
Nebraska	90,000
Nevada	90,000
New Hampshire	90,000
New Jersey	369,548
New Mexico	90,000
New York	1,226,049
North Carolina	260,681
North Dakota	90,000
Ohio	388,747
Oklahoma	107,263
Oregon	119,503
Pennsylvania	564,394
Rhode Island	90,000
South Carolina	168,583
South Dakota	90,000
Tennessee	229,451
Texas	800,213
Utah	90,000
Vermont	90,000
Virginia	221,202
Washington	152,651
West Virginia	99,435
Wisconsin	160,401
Wyoming	90,000
Puerto Rico	401,844
Bureau of Indian Affairs a/	--
Nation	$12,469,000

a/ The Bureau of Indian Affairs does not receive State Program Improvement Grant funding

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CHAPTER 4

INFORMATION ON THE CHAPTER 1 STATE AGENCY NEGLECTED OR DELINQUENT PROGRAM

This chapter provides an overview of Chapter 1 State Agency Neglected or Delinquent (N or D) program participants and funding for 1990-91. Participation counts are reported by institutional designation (neglected, delinquent, and adult correctional), age span, service area, gender, and race/ethnicity. The 50 States, the District of Columbia, and Puerto Rico reported the total number of individuals receiving services through State Agency N or D programs. The Bureau of Indian Affairs does not receive Chapter 1 State Agency Neglected or Delinquent funding.

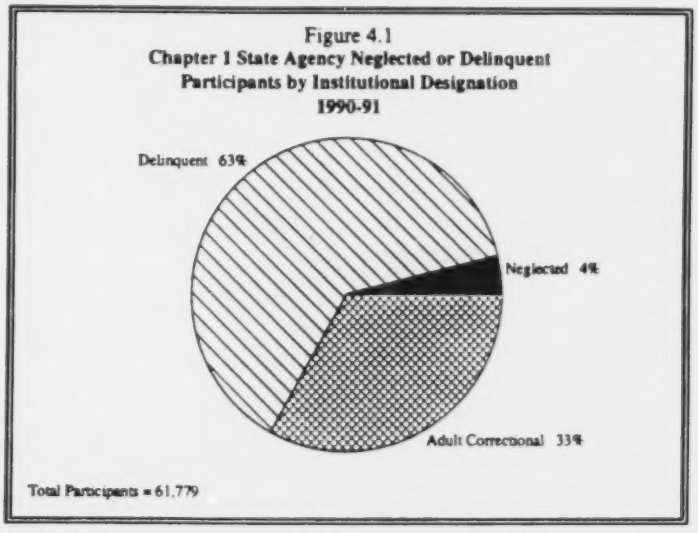
Because State Agency N or D participants are housed in State institutions, the Chapter 1 programs through which they are served are often not administered by the State educational agency. The Chapter 1 State Agency N or D programs could be administered, for example, through the State Department of Corrections or the State Bureau of Prisons.

PARTICIPATION BY INSTITUTIONAL DESIGNATION

Sixty-three percent of the State Agency N or D participants were classified as delinquent, 33 percent were classified as adult correctional, and 4 percent were classified as neglected. (Figure 4.1)

The total number of participants in Chapter 1 State Agency N or D programs in 1990-91 was 61,779. Sixty-three percent of these participants were classified as delinquent, 33 percent were classified as adult correctional, and 4 percent were classified as neglected. (Table 4.1) The total number of participants in 1990-91 represented a 5 percent increase over the number of participants in 1989-90; the distribution by institutional designation remained about the same.

Figure 4.1
Chapter 1 State Agency Neglected or Delinquent Participants by Institutional Designation 1990-91



PARTICIPATION BY AGE SPAN

Fifty-seven percent of the State Agency N or D participants were 17 through 20 years old. By institutional designation, neglected and delinquent participants were concentrated in the 14-16 age span and adult correctional participants were concentrated in the 17-20 age span. (Figure 4.2)

Fifty-seven percent of the participants in Chapter 1 State Agency N or D programs in 1990-91 were 17 through 20 years old, the largest age group of participants. Thirty-eight percent were 14 through 16 years old, and 5 percent were 13 years or younger. (Table 4.2)

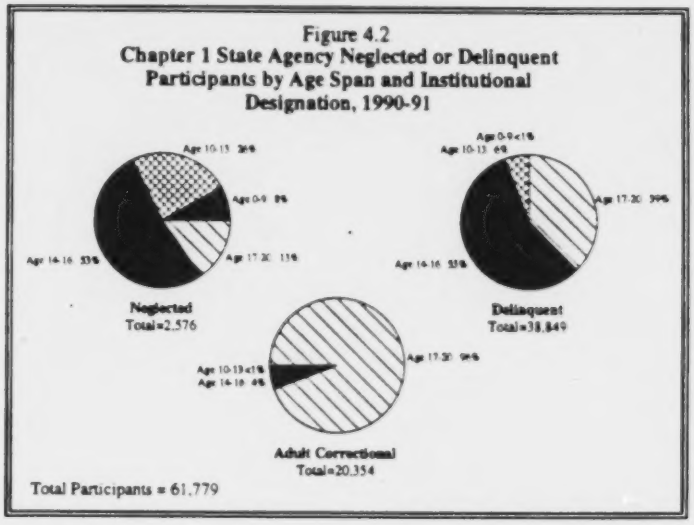


Figure 4.2
Chapter 1 State Agency Neglected or Delinquent Participants by Age Span and Institutional Designation, 1990-91

Fifty-three percent of students classified as neglected and 55 percent of students classified as delinquent were aged 14-16. Ninety-six percent of adult correctional participants were aged 17-20. (Table 4.3)

PARTICIPATION BY SERVICE AREA

Instructional Services

About two-thirds of the State Agency N or D participants received reading and about two-thirds received mathematics instruction.

Sixty-three percent of all State Agency N or D participants received reading instruction and 64 percent received mathematics instruction. Other language arts was

99

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received by 36 percent of the participants, and 15 percent of State Agency N or D students received other instructional services. (Table 4.4)

This pattern of service provision is very similar for students classified as delinquent and adult correctional. Students classified as neglected received less reading, other language arts, and mathematics services. (Table 4.5)

Supporting Services

Attendance, social work, and guidance was the only supporting service provided to a substantial number of State Agency N or D participants.

Seven percent of all State Agency N or D participants received attendance, social work, and guidance services. Less than 5 percent of participants received any of the remaining supporting services (health and nutrition, transportation, and other supporting services). (Table 4.4)

By institutional designation, 6 percent of neglected, 4 percent of delinquent, and 14 percent of adult correctional participants received attendance, social work, and guidance services. (Table 4.5)

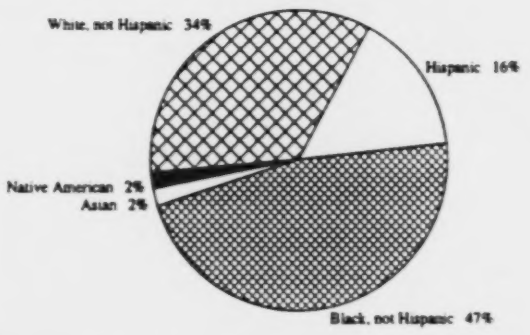
Of the remaining services, 5 percent of delinquent participants received other supporting services. All other services were received by 1 percent or less of the participants by each institutional designation. (Table 4.5)

CHARACTERISTICS OF STATE AGENCY N OR D PARTICIPANTS

Forty-seven percent of the State Agency N or D participants were black, not Hispanic and 91 percent were male.

In 1990-91, 47 percent of participants were black, not Hispanic; 34 percent were white, not Hispanic; 16 percent were Hispanic; 2 percent were Native American or Alaskan Native; and 2 percent were Asian or Pacific Islander. These proportions did not change significantly from 1989-90 to 1990-91. (Table 4.6 and Figure 4.3)

Figure 4.3
Chapter 1 State Agency Neglected or Delinquent Participants by Racial/Ethnic Classification 1990-91



Total participants for which data were reported = 61,847

Ninety-one percent of the participants in 1990-91 were male and 9 percent were female. (Table 4.7)

PERCENT OF ELIGIBLE PARTICIPANTS RECEIVING CHAPTER 1 SERVICES

Fifty-nine percent of participantsidentified as eligible received State Agency N or D services in 1990-91.

Across the 50 States, the District of Columbia, and Puerto Rico, 59 percent of the students identified as eligible to participate in the State Agency N or D program received services. The percent of eligible students receiving Chapter 1 services ranged from 30 percent or below in two States (California and Texas) to 100 percent in eight States (Delaware, Hawaii, Mississippi, New Hampshire, New Mexico, North Dakota, Virginia, and West Virginia) and Puerto Rico. (Table 4.8)

CHAPTER 1 STATE AGENCY N OR D ALLOCATIONS

The total allocation for the Chapter 1 State Agency N or D program in 1990-91 was $32.8 million.

In 1990-91, the allocation for Chapter 1 State Agency N or D programs was $32.8 million. This was a 4 percent increase from the 1989-90 funding for the 50 States, the District of Columbia, and Puerto Rico. Levels of funding ranged from $38,035 in North Dakota to $3.4 million in New York. (Table 4.9)

Ten States received over $1 million as their Chapter 1 State Agency N or D allocation. Seven of these States (California, Michigan, New Jersey, New York, Ohio, Pennsylvania, and Texas) were also among the States receiving the largest Chapter 1 LEA program allocations. Five States received less than $100,000. (Table 4.9)

Table 4.1

Chapter 1 State Agency Neglected or Delinquent Students
by Institutional Designation, 1990-91

	Number	Percent
Neglected	2,576	4
Delinquent	38,849	63
Adult Correctional	20,354	33
Total	61,779	100

Table 4.2

Total Chapter 1 State Agency Neglected or Delinquent Students
by Age Span -- 1989-90 and 1990-91

Age Span (Years)	1989-90		1990-91		Percent Change in Number
	Number	Percent[a/]	Number	Percent[a/]	
0 - 9	208	*	209	*	*
10 - 13	2,846	5	2,812	5	-1
14 - 16	23,346	40	23,573	38	1
17 - 20	32,347	55	35,185	57	9
Total	58,747	100	61,779	100	5

* Less than 1 percent.

a/ Percents may not add to 100 due to rounding.

Table 4.3

Neglected, Delinquent, and Adult Correctional Chapter 1 State Agency Neglected or Delinquent Students by Age Span -- 1989-90 and 1990-91

Age Span (Years)	1989-90		1990-91		Percent Change in Number
	Number	Percent[a/]	Number	Percent[a/]	
Neglected					
0 - 9	200	8	195	8	-3
10 - 13	585	24	662	26	13
14 - 16	1,250	52	1,376	53	10
17 - 20	369	15	343	13	-7
Total	2,404	100	2,576	100	7
Delinquent					
0 - 9	8	*	14	*	75
10 - 13	2,218	6	2,145	6	-3
14 - 16	21,053	56	21,420	55	2
17 - 20	14,139	38	15,270	39	8
Total	37,418	100	38,849	100	4
Adult Correctional					
0 - 9	0	--	0	--	--
10 - 13	43	*	5	*	-88
14 - 16	1,043	6	777	4	-26
17 - 20	17,839	94	19,572	96	10
Total	18,925	100	20,354	100	8

* Less than 1 percent.

a/ Percents may not add to 100 due to rounding.

Table 4.4

Total Chapter 1 State Agency Neglected or Delinquent Students
Receiving Chapter 1 Services by Service Area -- 1990-91

	Total	
	Number	Percent Served
Instructional		
Reading	38,876	63
Other Language Arts	22,010	36
Mathematics	39,798	64
Other Instructional	9,133	15
Supporting		
Attendance, Social Work, and Guidance	4,541	7
Health and Nutrition	317	1
Transportation	147	*
Other Supporting	2,134	3
Participant Count[a/]	61,779	

* Less than 1 percent.

a/ This figure represents the number of participants reported by institutional designation. (See Table 4.1)

Table 4.5

Neglected, Delinquent, and Adult Correctional Chapter 1 State Agency Neglected or Delinquent Students Receiving Chapter 1 Services by Service Area -- 1990-91

	Neglected		Delinquent		Adult Correctional	
	Number	Percent Served	Number	Percent Served	Number	Percent Served
Instructional						
Reading	1,288	50	24,272	62	13,316	65
Other Language Arts	283	11	13,470	35	8,257	41
Mathematics	1,084	42	25,503	66	13,211	65
Other Instructional	357	14	6,098	16	2,678	13
Supporting						
Attendance, Social Work, and Guidance	154	6	1,601	4	2,786	14
Health and Nutrition	25	1	131	*	161	1
Transportation	7	*	140	*	0	--
Other Supporting	0	*	2,019	5	115	1
Participant Count[a/]	2,576		38,849		20,354	

* Less than 1 percent.

a/ These figures represent the number of participants reported by institutional designation. (See Table 4.1)

Table 4.6

Chapter 1 State Agency Neglected or Delinquent Students by Racial/Ethnic Classification -- 1989-90 and 1990-91

Racial/Ethnic Classification	1989-90		1990-91		Percent Change in Number
	Number	Percent	Number	Percent	
Native American or Alaskan Native	1,101	2	1,095	2	-1
Asian or Pacific Islander	532	1	1,175	2	121
Black, not Hispanic	27,226	46	28,880	47	6
Hispanic	8,634	15	9,594	16	11
White, not Hispanic	21,198	36	21,103	34	*
	58,691[a/]	100	61,847[b/]	100	5

a/ In 1989-90, the total will not correspond to the total on Table 4.2 because in three States (California, Tennessee, and Washington), the total number reported by racial/ethnic classification was not the same as the total number reported by age span.

b/ In 1990-91, the total in this table will not correspond to the total on Table 4.2 because in six States (California, Colorado, Louisiana, Maryland, Minnesota, and Utah), the total number reported by racial/ethnic classification was not the same as the total number reported by age span.

Table 4.7

Chapter 1 State Agency Neglected or Delinquent Students
by Gender -- 1989-90 and 1990-91

Gender	1989-90		1990-91		Percent Change in Number
	Number	Percent	Number	Percent	
Male	53,226	91	56,025	91	5
Female	5,395	9	5,758	9	7
Total	58,621[a/]	100	61,783[b/]	100	5

a/ In 1989-90, the total in this table will not correspond to the total on Table 4.2 because in six States (California, Minnesota, New York, North Carolina, Tennessee, and Washington), the total number reported by gender was not the same as the total number reported by age span.

b/ In 1990-91, the total in this table will not correspond to the total on Table 4.2 because in five States (California, Idaho, Louisiana, Maryland, and Utah), the total number reported by gender was not the same as the total number reported by age span.

Table 4.8

Number and Percent of Eligible State Agency N or D Participants Receiving Chapter 1 Services, by State, 1990–91

State	Number of Students Eligible to Receive Services	Total Number of Participants	Percent of Eligible Students Served
Alabama	1,254	1,174	94
Alaska	274	209	76
Arizona	2,647	2,577	97
Arkansas	1,292	477	37
California	10,086	2,528	25
Colorado	420	360	86
Connecticut	3,000	2,037	68
Delaware	312	312	100
District of Columbia	1,675	689	41
Florida	2,285	1,891	83
Georgia	2,331	1,388	60
Hawaii	917	917	100
Idaho	273	161	59
Illinois	3,260	1,790	55
Indiana	2,063	1,324	64
Iowa	784	503	64
Kansas	1,052	910	87
Kentucky	2,453	1,247	51
Louisiana	1,486	1,286	87
Maine	670	663	99
Maryland	3,084	2,194	71
Massachusetts	1,366	652	48
Michigan	2,061	1,419	69
Minnesota	342	289	85
Mississippi	762	762	100
Missouri	923	636	69
Montana	617	480	78
Nebraska	833	749	90
Nevada	592	536	91
New Hampshire	100	100	100
New Jersey	2,962	1,763	60
New Mexico	1,129	1,129	100
New York	6,521	2,846	44
North Carolina	5,812	2,401	41
North Dakota	75	75	100
Ohio	5,394	2,869	53
Oklahoma	409	398	97
Oregon	1,078	1,070	99
Pennsylvania	1,258	1,064	85
Rhode Island	461	365	79
South Carolina	2,891	1,639	57
South Dakota	260	191	73
Tennessee	2,829	1,194	42
Texas	8,758	2,637	30
Utah	772	689	89
Vermont	391	338	86
Virginia	2,268	2,268	100
Washington	6,850	4,220	62
West Virginia	468	468	100
Wisconsin	1,629	1,475	91
Wyoming	405	230	57
Puerto Rico	2,190	2,190	100
Bureau of Indian Affairs a/	--	--	
Nation	104,024	61,779	59

a/ Bureau of Indian Affairs does not receive State N or D funding

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Table 4.9

Chapter 1 Allocations for the
State Agency Neglected or Delinquent Program —
1989-90 and 1990-91

State	State N or D Allocation 1989-90	1990-91	Percent Change
Alabama	$372,129	$353,923	-5
Alaska	197,368	157,971	-20
Arizona	628,497	406,356	-35
Arkansas	227,219	244,006	7
California	2,971,072	3,009,989	1
Colorado	285,753	267,869	-6
Connecticut	464,292	456,647	-2
Delaware	87,816	93,750	7
District of Columbia	666,876	366,872	-45
Florida	904,090	899,554	-1
Georgia	754,057	677,282	-10
Hawaii	80,357	52,088	-35
Idaho	66,079	86,898	32
Illinois	1,036,819	949,125	-8
Indiana	667,190	632,084	-5
Iowa	314,256	313,293	*
Kansas	594,716	706,103	19
Kentucky	499,650	523,116	5
Louisiana	580,220	544,409	-6
Maine	188,260	238,537	27
Maryland	1,118,127	1,121,332	*
Massachusetts	666,007	713,026	7
Michigan	1,248,002	1,401,112	12
Minnesota	241,085	256,146	6
Mississippi	263,736	322,847	22
Missouri	345,154	436,771	27
Montana	140,334	137,996	-2
Nebraska	168,800	200,354	19
Nevada	210,055	210,056	*
New Hampshire	83,288	127,230	53
New Jersey	1,409,396	1,772,206	26
New Mexico	234,811	265,839	13
New York	3,153,535	3,447,730	9
North Carolina	1,308,249	1,030,693	-21
North Dakota	45,052	38,035	-16
Ohio	1,636,868	2,293,159	40
Oklahoma	142,592	171,494	20
Oregon	661,877	657,800	-1
Pennsylvania	1,057,709	1,018,996	-4
Rhode Island	19,998	245,157	1,126
South Carolina	694,682	759,065	9
South Dakota	84,628	80,568	-5
Tennessee	770,922	707,271	-8
Texas	1,252,546	1,339,900	7
Utah	154,764	166,315	7
Vermont	138,871	119,125	-14
Virginia	614,257	519,245	-15
Washington	1,011,151	1,063,206	5
West Virginia	201,130	220,535	10
Wisconsin	621,067	641,480	3
Wyoming	163,459	158,834	-3
Puerto Rico	167,132	167,605	*
Bureau of Indian Affairs a/			
Total	$31,616,000	$32,791,000	4

* Less than 1 percent

a/ Bureau of Indian Affairs does not receive State N or D funding

APPENDICES

APPENDIX A

METHODOLOGY

State Performance Reports for the ESEA Chapter 1 LEA program and the Chapter 1 State Agency Neglected or Delinquent program funded in school year 1990-91 were submitted to the U.S. Department of Education (ED) in the winter and early spring of 1992. These reports consisted of participation data and achievement data.

Westat, Inc. was contracted by the Office of the Under Secretary to review, correct, and summarize the State Performance Reports. Once Westat received the State Performance Reports from ED, the participation data were entered into a Lotus 1-2-3 file.

The achievement data were entered into a single master Lotus 1-2-3 file. Five individual files were then created from the master file for the annual testing cycle for students tested in basic and advanced skills in reading, mathematics, and other language arts (basic skills only). The annual cycle consisted of both fall-fall and spring-spring testing and, when necessary, the two were combined into one overall annual achievement figure.

After all the data were entered, data checks were conducted. The purpose of the data checks was to flag potential problems, not to claim that the information was necessarily in error. In the case of the participation data, internal consistency checks were performed that consisted of verifying that the totals for gender, year of birth, grade, and racial/ethnic group equalled the sum of their parts. In addition, comparisons were made between the 1989-90 data and the 1990-91 data. Particular emphasis was placed on changes from 1989-90 to 1990-91 that appeared to be very high, taking into account both the absolute numbers and the percentage involved. No specific percentage was targeted, but any shifts that might indicate new programmatic trends were noted. These changes were highlighted on State-by-State listings of the reported data.

The highlighted State-by-State listings were then sent by Westat to the State Chapter 1 coordinators with a letter explaining the edit check process. One week after the State-by-State listings were sent, Westat began contacting the Chapter 1 coordinators by telephone to verify that highlighted items were correct or to receive explanations for reported year-to-year changes.

In several instances, States provided revisions to their 1989-90 and/or their 1990-91 data.[18] In most cases, the information was correct, and explanations were provided for the highlighted items.

At the conclusion of this process, Westat entered the revisions into the Chapter 1 data bases and produced three documents for ED. These documents were a Preliminary Tabulations Report, a State Feedback Report for each State educational agency, and this summary report entitled *A Summary of State Chapter 1 Participation and Achievement Information for 1990-91.*

[18]To the extent that States revised their figures for 1989-90, the numbers found in this report will not correspond to those found in previous documents displaying State Performance Report information.

APPENDIX B

DATA COLLECTION FORM, SCHOOL YEAR 1990-91

Form approved
OMB No. 1810-0037
Expiration Date: 07/31/92

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

INSTRUCTIONS FOR COMPLETING STATE PERFORMANCE REPORT (CHAPTER 1 BASIC GRANTS AND STATE NEGLECTED AND DELINQUENT)

PART I. CHAPTER 1 PARTICIPATION INFORMATION - REGULAR SCHOOL TERM

ITEM A. Enter the number of local educational agencies (LEAs) that received (1) Chapter 1 Basic Grants and (2) Chapter 1 Concentration Grants.

ITEM B. Enter the number of public schools that operated Chapter 1 projects during the regular school year.

ITEM C. Enter the number of public and nonpublic students located in all eligible public school attendance areas during the regular school year who were educationally disadvantaged (i.e., children whose educational attainment is below the level that is appropriate for children of their age). Note: include in children in all eligible attendance areas and all grades (K-12), whether or not the attendance area or grade is participating in the Chapter 1 program.

ITEM D1. Enter the number of Chapter 1 participants during the regular school year by gender. Enter total.

ITEM D2. Enter the number of Chapter 1 participants during the regular school year who were of each designated racial/ethnic group. Enter total.

ITEM D3. Enter the number of Chapter 1 participants born in each indicated year. Enter total.

ITEM D4. Enter for each grade the number of Chapter 1 participants during the regular school year in (a) public schools, (b) nonpublic schools, and (c) local institutions for the neglected or delinquent (n or d). Do not include students in State institutions. Enter combined public, nonpublic, local n or d total. The totals for items D1, D2, D3 and D4 should be the same. If not, explain any discrepancies.

ITEM D5. Enter the number of participants in D4 with handicapping conditions (i.e., children with individualized educational plans required by P.L 94-142).

ITEM D6. Enter the number of participants in D4 with limited English proficiency as determined by State or local criteria.

ITEM E. Enter the number of participants who received each category of service as (a) public school students, (b) nonpublic school students, or (c) students from local institutions for the n or d. Enter the total of each category of service in the last column.

PART II. CHAPTER 1 STAFF INFORMATION

Enter the number of full-time equivalent staff during the regular school year funded by Chapter 1 according to job category. "Staff providing supporting services" should include only non-clerical staff providing the supporting services listed in Part I, Item E.

PART III. CHAPTER 1 PROGRAM INFORMATION - REGULAR SCHOOL TERM

ITEM A. Enter the number of school districts that have schools planning or implementing School Program Improvement plans, under Section 1021 of the Act.

ITEM B. Enter the number of schools that are planning and/or implementing School Program Improvement plans under Section 1021 of the Act.

ITEM C. Enter the number of schools that have school wide projects, under Section 1015 of the Act.

ITEM D. Enter the number of school districts that have innovative projects, as specified in Section 1011(b) of the Act.

PART IV. CHAPTER 1 ACHIEVEMENT INFORMATION - REGULAR SCHOOL TERM

Complete a separate page (use extra sheets as necessary) for achievement data for each subject matter area listed, and mark the appropriate label. In assessing achievement in language arts, an LEA may use tests designed to measure language arts or reading.

Form approved
OMB No. 1810-0037
Expiration Date: 07/31/92

U.S. DEPARTMENT OF EDUCATION

Public reporting burden for this collection is estimated to average 440.9 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1810-0037, Washington, D.C. 20503.

STATE PERFORMANCE REPORT

CHAPTER 1, BASIC GRANTS AND STATE NEGLECTED AND DELINQUENT

Each State educational agency (SEA) shall collect data on the race, age, gender, number of children served by grade level and number with handicapping conditions served by programs assisted under this chapter and annually submit such data to the Secretary. In accordance with national standards, each SEA shall conduct an evaluation of the programs assisted under this chapter at least every two years and submit that evaluation to the Secretary. (Section 1019 of Chapter 1 of Title I of ESEA)

SCHOOL YEAR _____

NAME OF STATE EDUCATIONAL AGENCY (SEA) OFFICE OR UNIT SUBMITTING THIS REPORT

ADDRESS (INCLUDE NUMBER, STREET, CITY, STATE, AND ZIP CODE)

NAME OF PERSON TO BE CONTACTED ABOUT THIS REPORT | TITLE

CONTACTS TELEPHONE NUMBER (AREA CODE NUMBER AND EXTENSION)

INFORMATION, COMMENTS, AND RECOMMENDATIONS ON SOURCES OF DATA, METHODS OF SECURING AND COMPILING DATA, AND RECOMMENDATIONS FOR FUTURE STATE REPORTS

CERTIFICATION

THIS REPORT CONTAINS THE MOST ACCURATE DATA AVAILABLE TO THIS SEA.

SIGNATURE | TITLE | DATE

BEST COPY AVAILABLE

PART I. CHAPTER 1 PARTICIPATION INFORMATION REGULAR SCHOOL TERM

OMB No. 1810-0037
Exp. Date: 07/31/92

_____
STATE NAME

FOR THE PERIOD COVERED BY THIS REPORT:

A. GIVE THE NUMBER OF SCHOOL DISTRICTS RECEIVING CHAPTER 1 FUNDS.

_____ BASIC GRANTS _____ CONCENTRATION GRANTS

B. GIVE THE NUMBER OF SCHOOLS OPERATING CHAPTER 1 PROJECTS.

_____

C. GIVE THE NUMBER OF CHILDREN ELIGIBLE TO PARTICIPATE IN CHAPTER 1 DURING THE REGULAR TERM. _____ PUBLIC _____ NONPUBLIC

D. GIVE THE NUMBER OF CHAPTER 1 PARTICIPANTS DURING THE REGULAR TERM.

1. BY GENDER _____ MALE _____ FEMALE _____ TOTAL

2. BY RACIAL/ETHNIC GROUP

_____ AMERICAN INDIAN OR ALASKAN NATIVE
_____ ASIAN OR PACIFIC ISLANDER
_____ BLACK, NOT HISPANIC
_____ HISPANIC
_____ WHITE, NOT HISPANIC
_____ TOTAL

3. BY YEAR OF BIRTH

1968	_____	1975	_____	1982	_____
1969	_____	1976	_____	1983	_____
1970	_____	1977	_____	1984	_____
1971	_____	1978	_____	1985	_____
1972	_____	1979	_____	1986	_____
1973	_____	1980	_____	1987	_____
1974	_____	1981	_____	1988	_____
				TOTAL	_____

4. BY GRADE AND PUBLIC / NONPUBLIC / LOCAL NEGLECTED OR DELINQUENT DESIGNATION

GRADE	PUBLIC	NONPUBLIC	LOCAL NEGLECTED OR DELINQUENT	TOTAL
PRE-K				
K				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
TOTAL				

OMB No. 1810-0037
Exp. Date: 07/31/9

_____
STATE NAME

EXPLAIN ANY DISCREPANCIES AMONG THE TOTAL COUNTS REPORTED IN RESPONSE TO QUESTIONS D 1-4.

_____ 5. OF THOSE COUNTED IN NUMBER 4, GIVE THE NUMBER OF STUDENTS WITH HANDICAPPING CONDITIONS.

_____ 6. OF THOSE COUNTED IN NUMBER 4, GIVE THE NUMBER OF LIMITED ENGLISH PROFICIENT STUDENTS.

E. GIVE THE NUMBER OF CHAPTER 1 PARTICIPANTS DURING THE REGULAR TERM BY TYPE OF SERVICE AND PUBLIC / NONPUBLIC / INSTITUTIONAL DESIGNATION.

SERVICE AREA	PUBLIC	NONPUBLIC	LOCAL NEGLECTED OR DELINQUENT	TOTAL
INSTRUCTIONAL				
READING				
OTHER LANGUAGE ARTS NOT ABOVE				
MATHEMATICS				
OTHER (SPECIFY)				
SUPPORTING				
GUIDANCE SOCIAL WORK				
HEALTH NUTRITION				
PUPIL TRANSPORTATION				
OTHER (SPECIFY)				

PART II. CHAPTER 1 STAFF INFORMATION

OMB No. 1810-0037
Exp. Date: 07/31/92

_____
STATE NAME

FOR THE PERIOD COVERED BY THIS REPORT:
GIVE THE NUMBER OF STAFF EMPLOYED IN CHAPTER 1 PROJECTS DURING THE REGULAR TERM. REPORT IN FULL-TIME EQUIVALENTS BY JOB CLASSIFICATION.

JOB CLASSIFICATION	FULL-TIME EQUIVALENTS
ADMINISTRATORS (NON CLERICAL)	
TEACHERS	
TEACHER AIDES	
STAFF PROVIDING SUPPORTING SERVICES (NON CLERICAL)	
CLERICAL STAFF	
OTHER (SPECIFY)	

PART III. CHAPTER 1 PROGRAM INFORMATION REGULAR SCHOOL TERM

FOR THE PERIOD COVERED BY THIS REPORT:

_____ GIVE THE NUMBER OF LEAs WITH SCHOOLS SUBJECT TO SCHOOL PROGRAM IMPROVEMENT PROVISIONS.

_____ GIVE THE NUMBER OF SCHOOLS SUBJECT TO SCHOOL PROGRAM IMPROVEMENT PROVISIONS.

_____ GIVE THE NUMBER OF SCHOOLS OPERATING SCHOOLWIDE PROJECTS.

_____ GIVE THE NUMBER OF LEAs OPERATING INNOVATIVE PROJECTS.

OMB No. 1810-0037
Exp. Date: 07/31/9

PART IV. CHAPTER 1 ACHIEVEMENT INFORMATION REGULAR SCHOOL TERM

_____
STATE NAME

SUBJECT MATTER: BASIC SKILLS _____ READING _____ MATHEMATICS

_____ OTHER LANGUAGE ARTS

ADVANCED SKILLS _____ READING COMPREHENSION

_____ MATH PROBLEMS & APPLICATIONS

FOR THE PERIOD COVERED BY THIS REPORT:

A. STATEWIDE ACHIEVEMENT FOR THE REGULAR SCHOOL YEAR BY GRADE LEVEL FOR ANNUAL EVALUATIONS.

CHAPTER 1 PARTICIPANTS BY GRADE		CHAPTER 1 PARTICIPANTS WITH PRE AND POST-TEST SCORES(N)	PRE-TEST NCE SCORE (WEIGHTED MEAN)	POST-TEST NCE SCORE (WEIGHTED MEAN)
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

_____ B. TOTAL NUMBER OF CHAPTER 1 STUDENTS INCLUDED IN THE ABOVE STATEWIDE ACHIEVEMENT DATA WHO ATTEND NONPUBLIC SCHOOLS.

ARE YOUR ACHIEVEMENT DATA INCLUDED IN THE ABOVE SUBJECT MATTER SUMMARIES COLLECTED:

_____ FROM ALL SCHOOL DISTRICTS

_____ IN CONFORMANCE WITH AN APPROVED SAMPLING PLAN

_____ NEITHER

IF NEITHER, EXPLAIN THE REASON(S).

OMB No. 1810-0037
Exp. Date: 07/31/92

PART IV. CHAPTER 1 ACHIEVEMENT INFORMATION REGULAR SCHOOL TERM (CON'T)

_____
STATE NAME

SUBJECT MATTER: BASIC SKILLS _____ READING _____ MATHEMATICS

_____ OTHER LANGUAGE ARTS

ADVANCED SKILLS _____ READING COMPREHENSION

_____ MATH PROBLEMS & APPLICATIONS

FOR THE PERIOD COVERED BY THIS REPORT:

C. STATEWIDE ACHIEVEMENT FOR THE REGULAR SCHOOL YEAR BY GRADE LEVEL FOR FALL-SPRING EVALUATIONS (ONLY FOR SCHOOL YEARS 1988-89 AND 1989-90)

CHAPTER 1 PARTICIPANTS BY GRADE		CHAPTER 1 PARTICIPANTS WITH PRE AND POST-TEST SCORES(N)	PRE-TEST NCE SCORE (WEIGHTED MEAN)	POST-TEST NCE SCORE (WEIGHTED MEAN)
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

_____ D. TOTAL NUMBER OF CHAPTER 1 STUDENTS INCLUDED IN THE ABOVE STATEWIDE ACHIEVEMENT DATA WHO ATTEND NONPUBLIC SCHOOLS.

ARE YOUR ACHIEVEMENT DATA INCLUDED IN THE ABOVE SUBJECT MATTER SUMMARIES COLLECTED:

_____ FROM ALL SCHOOL DISTRICTS

_____ IN CONFORMANCE WITH AN APPROVED SAMPLING PLAN

_____ NEITHER

IF NEITHER, EXPLAIN THE REASON(S).

OMB No. 1810-0037
Exp. Date: 07/31/9

PART V. PARTICIPATION INFORMATION--NEGLECTED OR DELINQUENT CHILDREN IN STATE ADMINISTERED INSTITUTIONS

_____
STATE NAME

FOR THE PERIOD COVERED BY THIS REPORT:

_____ A. GIVE THE NUMBER OF INSTITUTIONS PROVIDING CHAPTER 1 SERVICES DURING THE SCHOOL YEAR.

B. GIVE THE NUMBER OF CHILDREN IN INSTITUTIONS

_____ 1. ELIGIBLE FOR CHAPTER 1 SERVICES DURING THE SCHOOL YEAR

_____ 2. RECEIVING CHAPTER 1 SERVICES DURING THE SCHOOL YEAR

3. OF THOSE INDICATED IN B2 ABOVE PROVIDE THE NUMBER SERVED:

a. BY GENDER _____ MALE _____ FEMALE _____ TOTAL

b. BY RACIAL/ETHNIC GROUP

_____ AMERICAN INDIAN OR ALASKAN NATIVE
_____ ASIAN OR PACIFIC ISLANDER
_____ BLACK, NOT HISPANIC
_____ HISPANIC
_____ WHITE, NOT HISPANIC
_____ TOTAL

c. BY AGE AND INSTITUTIONAL DESIGNATION

AGE	NEGLECTED	DELINQUENT	ADULT CORRECTIONAL	TOTAL
0-9				
10-13				
14-16				
17-20				
TOTAL				

ARE THE TOTALS IN B3(a, b, AND c) THE SAME? _____ YES _____ NO
IF NOT, EXPLAIN ANY DISCREPANCIES.

C. GIVE THE NUMBER OF CHAPTER 1 PARTICIPANTS BY TYPE OF SERVICES AND INSTITUTIONAL DESIGNATION.

SERVICE AREA	NEGLECTED	DELINQUENT	ADULT CORRECTIONAL	TOTAL
INSTRUCTIONAL				
READING				
OTHER LANGUAGE ARTS NOT ABOVE				
MATHEMATICS				
OTHER(SPECIFY)				
SUPPORTING				
GUIDANCE SOCIAL WORK				
HEALTH NUTRITION				
PUPIL TRANSPORTATION				
OTHER(SPECIFY)				

APPENDIX C

SELECTED CHAPTER 1 PARTICIPATION, SERVICE, STAFFING, AND DEMOGRAPHIC INFORMATION

This appendix presents the following tables:

- Table C.1 -- Chapter 1 total participants by grade -- 1989-90 and 1990-91;
- Table C.2 -- Chapter 1 public participants by grade -- 1989-90 and 1990-91;
- Table C.3 -- Chapter 1 nonpublic participants by grade -- 1989-90 and 1990-91;
- Table C.4 -- Chapter 1 local N or D participants by grade -- 1989-90 and 1990-91;
- Table C.5 -- number and percent of total Chapter 1 participants by grade span and by State, 1979-80 through 1990-91;
- Table C.6 -- number and percent of Chapter 1 public and nonpublic participants who received reading and mathematics, by State -- 1979-80 through 1990-91;
- Table C.7 -- number and percent of Chapter 1-funded FTE staff by classification, by State -- 1979-80 through 1990-91; and
- Table C.8 -- number and percent of Chapter 1 participants by racial/ethnic classification, by State -- 1979-80 through 1990-91.

Table C.1

Chapter 1 Total Participants by Grade -- 1989-90 and 1990-91

Grade	1989-90		1990-91		Percent Change in Number
	Number	Percent[a/]	Number	Percent[a/]	
Pre-K	81,751	2	86,783	2	6
Kindergarten	350,669	7	399,582	7	14
1	740,011	14	738,752	13	*
2	719,260	14	754,115	14	5
3	700,226	13	721,264	13	3
4	630,733	12	646,529	12	3
5	552,814	10	573,634	10	4
6	442,376	8	460,053	8	4
7	335,864	6	343,418	6	2
8	289,412	5	303,776	5	5
9	214,000	4	232,416	4	9
10	127,181	2	133,833	2	5
11	84,628	2	89,446	2	6
12	57,179	1	58,814	1	3
Ungraded[b/]	1,716	*	5,296	*	209
Total	5,327,820	100	5,547,711	100	4

* Less than 1 percent.

a/ Percents may not add to 100 due to rounding.

b/ Ungraded participants were reported by eight States (Colorado, Connecticut, Delaware, Illinois, Maryland, Michigan, Rhode Island, and West Virginia) in 1989-90 and by nine States (Arizona, Connecticut, Illinois, Iowa, Kansas, Kentucky, Michigan, Missouri, and Rhode Island) in 1990-91.

Table C.2

Chapter 1 Public Participants by Grade -- 1989-90 and 1990-91

Grade	1989-90		1990-91		Percent Change in Number
	Number	Percent[a/]	Number	Percent[a/]	
Pre-K	81,278	2	86,165	2	6
Kindergarten	343,508	7	392,774	7	14
1	719,338	14	716,676	14	*
2	693,559	14	727,843	14	5
3	671,028	13	694,206	13	3
4	601,801	12	624,088	12	4
5	523,242	10	553,715	11	6
6	413,877	8	441,359	8	7
7	309,411	6	324,214	6	5
8	269,919	5	282,621	5	5
9	189,513	4	205,689	4	9
10	101,704	2	105,665	2	4
11	59,876	1	61,518	1	3
12	35,760	1	35,061	1	-2
Ungraded[b/]	803	*	547	*	-32
Total	5,014,617	100	5,252,141	100	5

* Less than 1 percent.

a/ Percents may not add to 100 due to rounding.

b/ Public ungraded participants were reported by six States (Colorado, Connecticut, Delaware, Illinois, Michigan, and Rhode Island) in 1989-90 and five States (Connecticut, Illinois, Kentucky, Michigan, and Rhode Island) in 1990-91.

Table C.3

Chapter 1 Nonpublic Participants by Grade -- 1989-90 and 1990-91

Grade	1989-90		1990-91		Percent Change in Number
	Number	Percent[a/]	Number	Percent[a/]	
Pre-K	338	*	561	*	66
Kindergarten	6,396	4	6,350	4	-1
1	18,969	12	21,240	13	12
2	23,953	16	25,186	16	5
3	24,134	16	25,810	16	7
4	21,365	14	20,807	13	-3
5	17,106	11	17,394	11	2
6	14,006	9	14,158	9	1
7	9,829	6	9,839	6	*
8	7,985	5	7,547	5	-5
9	3,628	2	3,521	2	-3
10	1,918	1	2,205	1	15
11	1,295	1	1,312	1	1
12	998	1	1,382	1	38
Ungraded[b/]	28	*	189	*	575
Total	151,948	100	157,501	100	4

* Less than 1 percent.

a/ Percents may not add to 100 due to rounding.

b/ Nonpublic ungraded participants were reported by one State (Illinois) in 1989-90 and 1990-91.

Table C.4

Chapter 1 Local N or D Participants by Grade -- 1989-90 and 1990-91

Grade	1989-90		1990-91		Percent Change in Number
	Number	Percent[a/]	Number	Percent[a/]	
Pre-K	135	*	57	*	-58
Kindergarten	765	*	458	*	-40
1	1,704	1	836	1	-51
2	1,748	1	1,086	1	-38
3	5,064	3	1,248	1	-75
4	7,567	5	1,634	1	-78
5	12,466	8	2,525	2	-80
6	14,493	9	4,536	3	-69
7	16,624	10	9,365	7	-44
8	11,508	7	13,608	10	18
9	20,859	13	23,206	17	11
10	23,559	15	25,963	19	10
11	23,457	15	26,616	19	13
12	20,421	13	20,421	16	10
Ungraded[b/]	885	1	885	3	415
Total	161,255	100	138,069	100	-14

* Less than 1 percent.

a/ Percents may not add to 100 due to rounding.

b/ Local N or D ungraded participants were reported by seven States (Colorado, Connecticut, Illinois, Maryland, Michigan, Rhode Island, and West Virginia) in 1989-90 and by eight States (Arizona, Connecticut, Iowa, Kansas, Kentucky, Michigan, Missouri, and Rhode Island) in 1990-91.

Table C.5

Number and Percent of Total Chapter 1 Participants by Grade Span
and by State, 1979-80 through 1990-91

State	Year	Pre-K	%	Kinder-garten	%	Grades 1-3	%	Grades 4-6	%	Grades 7-9	%	Grades 10-12	%	Ungraded	%	Total Participants
Nation	1979-80	61,293	1	278,750	5	1,968,295	38	1,728,557	33	902,038	17	223,361	4	528	0	5,162,822
	1980-81	56,292	1	285,523	6	1,856,221	37	1,698,168	33	940,748	19	238,691	5	164	0	5,075,807
	1981-82	42,619	1	262,274	6	1,660,870	36	1,567,277	34	840,804	18	242,863	5	1,824	0	4,618,531
	1982-83	38,554	1	275,084	6	1,654,265	37	1,507,785	34	764,264	17	205,705	5	1,977	0	4,447,634
	1983-84	44,197	1	277,960	6	1,694,710	37	1,498,960	33	819,580	18	237,119	5	111	0	4,572,635
	1984-85	40,147	1	301,339	6	1,765,917	37	1,503,632	32	861,670	18	239,461	5	543	0	4,712,709
	1985-86	61,859	1	310,921	7	1,831,093	39	1,488,419	31	817,626	17	227,437	5	2,515	0	4,739,870
	1986-87	57,811	1	294,864	6	1,877,298	40	1,471,594	31	797,543	17	220,260	5	6,275	0	4,732,661
	1987-88	68,538	1	316,938	6	1,993,561	40	1,526,272	31	806,208	16	231,174	5	1,957	0	4,944,648
	1988-89	76,745	2	319,898	6	2,010,729	40	1,553,326	31	817,077	16	266,008	5	3,090	0	5,046,873
	1989-90	81,751	2	350,669	7	2,159,497	41	1,625,923	31	839,276	16	268,988	5	1,716	0	5,327,820
	1990-91	86,783	2	399,582	7	2,214,131	40	1,680,216	30	879,610	16	282,093	5	5,296	0	5,547,711
Alabama	1979-80	0	0	10,725	8	60,480	46	44,424	34	14,453	11	767	1	0	0	130,849
	1980-81	0	0	12,294	9	58,650	45	44,221	34	14,946	11	1,515	1	0	0	131,626
	1981-82	0	0	12,177	10	55,979	46	41,499	34	11,109	9	1,367	1	0	0	122,131
	1982-83	0	0	13,273	12	49,433	45	38,140	34	8,412	8	1,685	2	0	0	110,943
	1983-84	0	0	10,796	10	48,868	47	34,581	33	8,246	8	1,733	2	0	0	104,224
	1984-85	0	0	7,958	7	53,980	47	41,094	35	10,689	9	2,166	2	0	0	115,887
	1985-86	0	0	5,526	5	59,847	51	41,362	35	9,692	8	1,228	1	0	0	117,655
	1986-87	0	0	4,535	4	60,146	52	39,943	35	9,054	8	1,100	1	0	0	114,778
	1987-88	92	0	5,597	5	62,913	52	41,748	34	9,792	8	917	1	0	0	121,059
	1988-89	460	0	5,742	5	61,246	50	42,402	35	11,890	10	906	1	0	0	122,646
	1989-90	279	0	7,642	6	61,933	48	44,898	35	12,923	10	2,353	2	0	0	130,028
	1990-91	409	0	6,577	5	58,658	45	47,275	37	14,466	11	1,746	1	0	0	129,131
Alaska	1979-80	253	5	200	4	1,624	30	1,671	30	1,182	22	552	10	0	0	5,482
	1980-81	209	4	210	4	1,473	31	1,495	32	948	20	353	8	0	0	4,688
	1981-82	241	5	164	3	1,392	29	1,486	31	905	19	587	12	0	0	4,775
	1982-83	224	5	185	4	1,570	34	1,493	33	712	16	380	8	0	0	4,564
	1983-84	302	7	164	4	1,521	35	1,530	35	632	14	241	5	0	0	4,390
	1984-85	266	6	210	5	1,722	41	1,345	32	475	11	199	5	0	0	4,217
	1985-86	137	3	217	5	1,919	45	1,328	31	544	13	156	4	0	0	4,301
	1986-87	172	4	271	6	2,094	44	1,477	31	554	12	172	4	0	0	4,740
	1987-88	176	3	163	3	2,355	47	1,605	32	559	11	178	4	0	0	5,036
	1988-89	296	4	209	3	2,751	41	2,139	32	858	13	387	6	0	0	6,640
	1989-90	128	2	254	4	2,626	46	2,027	35	546	9	179	3	0	0	5,760
	1990-91	177	3	364	6	2,735	47	1,959	34	425	7	168	3	0	0	5,828

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Table C.5 (contd.)

State	Year	Pre-K	%	Kinder-garten	%	Grades 1-3	%	Grades 4-6	%	Grades 7-9	%	Grades 10-12	%	Ungraded	%	Total Participants
Arizona	1979-80	60	0	3,810	6	23,499	35	18,738	28	16,140	24	4,950	7	0	0	67,197
	1980-81	873	1	4,710	7	19,590	28	20,943	29	17,304	24	7,596	11	0	0	71,016
	1981-82	492	1	2,547	6	14,382	33	11,298	26	11,115	26	3,747	9	0	0	43,581
	1982-83	84	0	4,296	10	13,218	32	12,141	30	8,577	21	2,691	7	0	0	41,007
	1983-84	804	2	3,945	9	10,299	24	10,947	26	11,184	26	5,598	13	0	0	42,777
	1984-85	726	2	3,879	9	17,118	38	12,741	28	9,099	20	1,890	4	0	0	45,453
	1985-86	153	0	3,108	5	21,768	35	19,569	31	14,058	22	4,170	7	0	0	62,826
	1986-87	579	1	2,571	5	16,206	32	15,963	31	11,145	22	4,641	9	0	0	51,105
	1987-88	749	1	2,714	5	18,656	34	14,407	26	12,687	23	5,569	10	0	0	54,782
	1988-89	567	1	3,997	6	24,850	37	19,477	29	13,578	20	4,334	6	0	0	66,803
	1989-90	1,044	2	4,791	7	26,849	39	19,751	28	12,038	17	5,097	7	0	0	69,570
	1990-91	1,332	2	5,595	7	28,105	35	23,861	30	14,605	18	6,400	8	885	1	80,783
Arkansas	1979-80	182	0	2,638	3	28,000	33	28,930	34	18,630	22	6,191	7	0	0	84,571
	1980-81	190	0	2,819	3	27,390	33	27,763	34	18,237	22	5,948	7	0	0	82,347
	1981-82	0	0	2,701	4	25,783	36	25,629	36	13,515	19	3,807	5	0	0	71,435
	1982-83	0	0	3,097	5	25,611	38	23,950	36	11,597	17	2,892	4	0	0	67,147
	1983-84	0	0	2,621	4	26,245	39	23,443	35	12,104	18	2,642	4	0	0	67,055
	1984-85	0	0	2,916	4	25,629	38	22,631	34	13,404	20	2,279	3	0	0	66,859
	1985-86	0	0	3,269	5	26,215	40	22,033	34	12,189	19	2,022	3	0	0	65,728
	1986-87	0	0	3,419	5	26,246	42	20,270	32	11,001	18	1,524	2	0	0	62,460
	1987-88	0	0	4,396	7	26,771	42	20,990	33	9,806	15	1,457	2	0	0	63,420
	1988-89	81	0	5,249	8	27,936	41	21,921	32	11,358	17	1,326	2	0	0	67,871
	1989-90	24	0	5,426	8	27,390	41	22,279	33	10,445	16	1,659	2	0	0	67,223
	1990-91	278	0	5,435	8	27,702	38	24,440	34	11,894	17	2,301	3	0	0	72,050
California	1979-80	2,739	0	60,978	10	190,668	33	181,596	31	109,064	19	41,449	7	0	0	586,494
	1980-81	0	0	54,926	10	167,196	31	154,848	29	107,761	20	47,944	9	0	0	532,675
	1981-82	2,677	1	55,612	10	162,953	31	148,978	28	103,521	19	58,236	11	0	0	531,977
	1982-83	1,635	0	66,267	11	194,470	33	167,725	28	110,710	19	49,080	8	0	0	589,887
	1983-84	2,048	0	66,781	11	207,999	33	175,914	28	120,039	19	53,122	8	0	0	625,901
	1984-85	2,029	0	73,201	11	221,134	34	184,720	28	123,227	19	53,132	8	0	0	657,443
	1985-86	3,363	1	73,009	11	223,394	34	183,668	28	121,853	18	53,664	8	0	0	658,951
	1986-87	2,576	0	85,439	11	267,543	34	220,194	28	143,553	18	62,616	8	0	0	781,921
	1987-88	2,591	0	77,810	9	306,940	35	252,854	29	158,078	18	68,603	8	0	0	866,876
	1988-89	3,017	0	78,756	9	288,105	33	245,858	28	159,860	18	110,303	12	0	0	885,899
	1989-90	2,222	0	104,770	9	405,724	36	313,271	27	191,694	17	122,393	11	0	0	1,140,074
	1990-91	1,771	0	117,477	10	419,856	36	298,375	26	200,998	17	126,251	11	0	0	1,164,728

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Table C 5 (contd)

State	Year	Pre-K	%	Kinder-garten	%	Grades 1-3	%	Grades 4-6	%	Grades 7-9	%	Grades 10-12	%	Ungraded	%	Total Participants
Colorado	1979-80	1,442	4	1,202	3	13,270	33	10,918	27	9,513	24	3,639	9	0	0	39,984
	1980-81	1,445	4	1,123	3	12,591	33	11,031	29	8,956	23	3,527	9	0	0	38,673
	1981-82	1,291	4	1,031	3	11,851	33	10,354	29	7,824	22	3,080	9	0	0	35,431
	1982-83	1,160	3	1,297	4	11,946	35	9,512	28	7,596	23	2,216	7	0	0	33,727
	1983-84	947	3	1,354	4	12,730	37	9,687	28	7,780	23	1,915	6	0	0	34,413
	1984-85	1,002	3	2,164	6	14,565	38	10,643	28	8,032	21	1,768	5	0	0	38,174
	1985-86	1,452	4	2,935	8	14,962	38	9,758	25	8,111	21	1,758	4	120	0	39,096
	1986-87	1,090	3	2,210	6	15,278	42	9,415	26	6,295	17	1,644	5	156	0	36,088
	1987-88	1,211	3	2,306	6	15,285	42	9,164	25	6,502	18	1,896	5	0	0	36,364
	1988-89	1,615	4	2,449	6	16,518	43	10,140	26	5,849	15	1,797	5	114	0	38,482
	1989-90	1,481	4	2,055	5	16,308	43	9,661	26	5,965	16	1,909	5	137	0	37,516
	1990-91	1,726	5	1,971	5	16,857	45	10,164	27	5,723	15	1,359	4	0	0	37,800
Connecticut	1979-80	4,756	8	4,090	7	21,844	36	16,637	27	9,876	16	2,966	5	334	1	60,503
	1980-81	4,529	7	4,181	7	19,668	32	17,472	28	10,928	18	4,535	7	0	0	61,313
	1981-82	2,447	5	3,265	7	15,602	32	13,651	28	10,206	21	3,044	6	0	0	48,216
	1982-83	1,539	5	2,174	7	11,153	34	9,153	28	6,776	21	1,925	6	0	0	32,720
	1983-84	1,565	3	3,017	6	16,983	33	14,860	29	10,229	20	4,305	8	0	0	50,959
	1984-85	1,890	3	4,009	7	17,959	32	15,175	27	11,852	21	4,761	9	0	0	55,646
	1985-86	1,915	4	2,913	5	16,842	31	14,057	26	12,648	23	5,515	10	0	0	53,890
	1986-87	1,786	3	3,882	7	16,375	30	13,485	25	9,595	18	4,895	9	4,456	8	54,474
	1987-88	2,305	4	3,210	6	18,042	33	14,842	27	11,683	21	5,000	9	199	0	55,281
	1988-89	2,277	4	3,131	5	18,905	32	16,656	28	12,590	21	5,572	9	498	1	59,629
	1989-90	1,672	3	2,279	5	17,053	35	14,467	29	9,754	20	3,222	7	727	1	49,174
	1990-91	1,847	4	2,654	5	17,199	34	15,126	30	9,748	19	3,042	6	507	1	50,123
Delaware	1979-80	31	0	712	6	5,115	42	5,244	43	861	7	204	2	0	0	12,167
	1980-81	29	0	590	5	4,832	45	4,295	40	893	8	203	2	0	0	10,842
	1981-82	8	0	557	6	4,007	45	3,298	37	749	8	219	2	0	0	8,838
	1982-83	43	0	601	7	4,428	51	2,884	33	515	6	193	2	0	0	8,664
	1983-84	26	0	795	9	4,336	49	2,941	33	496	6	201	2	0	0	8,795
	1984-85	36	0	888	8	5,289	51	3,259	31	746	7	250	2	0	0	10,468
	1985-86	28	0	854	9	4,790	50	3,319	34	520	5	156	2	0	0	9,667
	1986-87	21	0	1,467	14	5,309	49	3,250	30	510	5	188	2	0	0	10,745
	1987-88	43	0	1,292	12	5,588	52	2,958	28	746	7	80	1	0	0	10,707
	1988-89	43	0	1,244	12	5,250	53	2,539	25	740	7	180	2	0	0	9,996
	1989-90	0	0	1,463	14	5,744	55	2,704	26	439	4	54	1	12	0	10,416
	1990-91	6	0	1,282	13	5,746	57	2,570	25	460	5	97	1	0	0	10,161

Table C 5 (contd.)

State	Year	Pre-K	%	Kinder-garten	%	Grades 1-3	%	Grades 4-6	%	Grades 7-9	%	Grades 10-12	%	Ungraded	%	Total Participants
District of Columbia	1979-80	0	0	2,872	17	8,606	51	425	3	4,233	25	750	4	0	0	16,886
	1980-81	0	0	2,803	16	8,809	49	1,379	8	4,291	24	750	4	0	0	18,032
	1981-82	0	0	2,004	14	7,909	54	1,307	9	3,420	23	0	0	0	0	14,640
	1982-83	0	0	0	0	6,402	41	6,809	44	2,283	15	95	1	0	0	15,589
	1983-84	0	0	0	0	5,334	41	5,793	44	1,948	15	0	0	0	0	13,075
	1984-85	0	0	3,874	25	5,749	36	4,665	30	1,483	9	37	0	0	0	15,808
	1985-86	0	0	2,703	17	5,519	34	5,819	36	2,172	13	0	0	0	0	16,213
	1986-87	0	0	1,329	8	5,677	36	5,470	34	3,404	21	101	1	0	0	15,981
	1987-88	0	0	2,504	15	5,592	34	5,651	35	2,488	15	30	0	0	0	16,265
	1988-89	0	0	2,672	21	4,471	35	3,686	29	2,056	16	0	0	0	0	12,885
	1989-90	0	0	2,335	18	4,411	34	3,985	31	2,191	17	0	0	0	0	12,922
	1990-91	0	0	2,522	17	5,916	41	3,469	24	2,529	18	0	0	0	0	14,436
Florida	1979-80	666	0	9,677	6	79,560	50	52,962	34	11,783	7	3,235	2	0	0	157,883
	1980-81	840	1	12,150	8	70,162	46	48,932	32	16,176	11	4,959	3	0	0	153,219
	1981-82	777	1	3,610	3	57,947	44	49,023	38	13,532	10	5,542	4	0	0	130,431
	1982-83	860	1	4,021	3	58,182	41	57,810	40	16,674	12	5,744	4	0	0	143,291
	1983-84	828	1	5,736	4	58,666	39	61,188	41	17,708	12	4,511	3	0	0	148,637
	1984-85	855	1	5,570	4	64,177	41	60,456	39	20,735	13	5,083	3	0	0	156,876
	1985-86	856	1	7,068	5	70,621	47	58,433	39	11,846	8	2,775	2	0	0	151,599
	1986-87	992	1	6,699	5	69,812	52	46,159	34	9,376	7	2,417	2	0	0	135,455
	1987-88	1,640	1	7,617	6	69,710	51	45,299	33	9,767	7	2,109	2	0	0	136,142
	1988-89	2,232	1	14,566	10	75,025	50	46,239	31	10,197	7	2,111	1	0	0	150,370
	1989-90	2,310	1	16,450	10	88,056	51	52,649	31	10,409	6	2,416	1	0	0	172,290
	1990-91	3,369	2	19,080	10	86,919	48	57,809	32	12,176	7	2,792	2	0	0	182,145
Georgia	1979-80	380	0	2,086	1	50,862	32	60,946	38	41,098	26	4,274	3	0	0	159,646
	1980-81	249	0	882	1	52,116	33	59,466	37	41,412	26	5,010	3	0	0	159,135
	1981-82	0	0	459	0	46,899	27	67,518	39	53,673	31	3,087	2	0	0	171,636
	1982-83	0	0	555	0	40,296	35	44,937	39	26,220	23	1,965	2	0	0	113,973
	1983-84	0	0	3,342	3	44,805	34	51,468	39	30,282	23	3,708	3	0	0	133,605
	1984-85	0	0	189	0	55,041	32	61,266	36	45,648	27	8,250	5	0	0	170,394
	1985-86	0	0	33	0	47,900	39	50,425	41	22,776	19	1,470	1	0	0	122,604
	1986-87	0	0	66	0	51,526	38	51,448	38	31,267	23	1,517	1	0	0	135,824
	1987-88	0	0	124	0	52,826	38	54,391	39	30,344	22	1,671	1	0	0	139,356
	1988-89	0	0	1,128	1	50,813	36	53,680	39	32,163	23	1,604	1	0	0	139,388
	1989-90	0	0	697	0	51,465	36	59,563	42	29,429	21	1,373	1	0	0	142,527
	1990-91	85	0	618	0	49,756	35	61,051	43	29,408	21	1,636	1	0	0	142,554

Table C 5 (contd)

State	Year	Pre-K	%	Kinder-garten	%	Grades 1-3	%	Grades 4-6	%	Grades 7-9	%	Grades 10-12	%	Ungraded	%	Total Participants
Hawaii	1979-80	127	1	104	1	3,902	25	4,407	28	4,745	30	2,342	15	0	0	15,627
	1980-81	141	1	110	1	3,483	22	4,378	28	5,250	33	2,310	15	0	0	15,672
	1981-82	0	0	57	0	2,607	23	3,680	32	3,791	33	1,347	12	0	0	11,482
	1982-83	0	0	49	0	2,408	23	3,136	31	3,219	31	1,466	14	0	0	10,278
	1983-84	0	0	0	0	2,702	27	3,027	30	3,207	32	1,156	11	0	0	10,092
	1984-85	0	0	0	0	3,188	26	3,665	30	3,944	32	1,481	12	0	0	12,278
	1985-86	0	0	0	0	4,059	29	4,650	33	3,999	28	1,450	10	0	0	14,158
	1986-87	0	0	0	0	4,472	31	5,214	37	3,388	24	1,206	8	0	0	14,280
	1987-88	0	0	0	0	4,527	32	5,268	37	3,437	24	1,076	8	0	0	14,308
	1988-89	0	0	0	0	4,947	32	5,905	38	3,515	23	996	6	0	0	15,363
	1989-90	0	0	0	0	4,697	31	6,139	41	3,498	23	632	4	0	0	14,966
	1990-91	0	0	0	0	4,825	33	6,136	42	3,444	24	202	1	0	0	14,607
Idaho	1979-80	3	0	321	2	6,456	40	5,211	32	3,524	22	682	4	0	0	16,197
	1980-81	31	0	768	5	6,186	39	5,130	32	3,240	20	571	4	0	0	15,926
	1981-82	35	0	479	3	6,340	44	4,906	34	2,346	16	357	2	0	0	14,463
	1982-83	111	1	308	2	6,137	44	4,709	34	2,435	17	298	2	0	0	13,998
	1983-84	0	0	425	3	6,875	43	5,540	35	2,633	17	372	2	0	0	15,845
	1984-85	1	0	460	3	7,103	45	5,241	33	2,501	16	461	3	0	0	15,767
	1985-86	0	0	505	3	7,836	47	5,550	33	2,390	14	548	3	0	0	16,829
	1986-87	0	0	391	2	8,327	47	6,088	34	2,569	14	482	3	0	0	17,857
	1987-88	0	0	377	2	8,650	46	6,501	34	2,917	15	524	3	0	0	18,969
	1988-89	0	0	445	2	9,199	44	6,852	33	3,362	16	873	4	0	0	20,731
	1989-90	0	0	508	2	10,000	42	8,001	34	3,989	17	1,243	5	0	0	23,741
	1990-91	0	0	472	2	9,415	42	7,283	33	4,056	18	958	4	0	0	22,184
Illinois	1979-80	5,471	3	7,304	4	55,809	34	54,767	33	38,303	23	4,421	3	164	0	166,239
	1980-81	5,558	3	7,313	4	54,889	33	54,878	33	37,795	23	4,621	3	164	0	165,218
	1981-82	4,717	3	5,514	4	48,823	34	49,156	34	28,999	20	3,832	3	1,727	1	142,768
	1982-83	4,837	4	4,478	3	44,611	33	45,750	34	28,269	21	5,778	4	1,328	1	135,051
	1983-84	4,886	3	6,150	4	49,181	34	50,125	34	30,811	21	5,203	4	15	0	146,371
	1984-85	4,708	3	6,687	4	49,550	33	48,952	33	32,328	22	6,648	4	0	0	148,873
	1985-86	4,877	3	7,652	5	51,110	31	47,232	29	37,063	23	14,681	9	0	0	162,615
	1986-87	4,463	3	6,689	4	52,062	33	47,527	30	35,970	23	12,751	8	0	0	159,462
	1987-88	4,228	3	6,441	4	53,012	33	46,832	29	35,157	22	14,435	9	0	0	160,105
	1988-89	3,715	2	5,417	4	54,266	36	46,046	30	29,829	20	12,421	8	933	1	152,627
	1989-90	3,882	2	6,956	4	55,434	36	48,714	31	31,941	21	8,035	5	407	0	155,369
	1990-91	4,741	3	7,913	5	57,293	36	49,965	31	31,241	19	9,046	6	280	0	160,479

Table C.5 (contd.)

State	Year	Pre-K	%	Kinder-garten	%	Grades 1-3	%	Grades 4-6	%	Grades 7-9	%	Grades 10-12	%	Ungraded	%	Total Participants
Indiana	1979-80	1,768	2	5,300	5	49,020	47	33,829	32	12,552	12	1,955	2	0	0	104,424
	1980-81	0	0	6,535	7	42,011	46	30,528	33	11,106	12	1,700	2	0	0	91,880
	1981-82	728	1	5,979	7	43,796	50	29,970	34	7,150	8	796	1	0	0	88,419
	1982-83	664	1	4,868	5	49,710	53	29,276	32	7,606	8	803	1	0	0	92,927
	1983-84	741	1	7,468	8	46,340	48	30,481	32	9,228	10	1,618	2	0	0	95,876
	1984-85	386	0	7,798	8	48,556	48	32,454	32	9,852	10	1,339	1	0	0	100,385
	1985-86	353	0	9,476	9	47,644	45	34,451	32	13,511	13	1,558	1	0	0	106,993
	1986-87	392	0	7,331	7	46,156	45	32,652	32	13,589	13	2,082	2	0	0	102,202
	1987-88	474	0	6,073	6	46,508	46	31,870	32	13,375	13	1,834	2	0	0	100,134
	1988-89	471	0	7,888	8	46,646	45	32,788	32	13,542	13	2,034	2	0	0	103,369
	1989-90	675	1	8,379	9	42,155	43	31,310	32	12,426	13	2,018	2	0	0	96,963
	1990-91	792	1	8,935	9	39,605	42	28,424	30	13,010	14	3,492	4	0	0	94,258
Iowa	1979-80	672	1	1,381	3	19,380	42	16,656	36	7,738	17	780	2	0	0	46,607
	1980-81	637	1	1,026	2	19,021	44	16,188	37	6,319	14	527	1	0	0	43,718
	1981-82	611	2	504	1	18,691	47	15,235	38	4,573	11	513	1	0	0	40,127
	1982-83	477	1	1,248	3	18,554	46	14,745	37	4,686	12	515	1	0	0	40,225
	1983-84	345	1	334	1	15,114	51	10,271	35	3,047	10	330	1	0	0	29,441
	1984-85	377	1	0	0	13,850	53	9,071	35	2,776	11	213	1	0	0	26,287
	1985-86	429	2	0	0	14,193	56	8,348	33	2,307	9	183	1	0	0	25,460
	1986-87	502	1	0	0	21,035	57	12,078	33	2,797	8	225	1	0	0	36,637
	1987-88	0	0	0	0	24,751	60	13,008	32	2,969	7	322	1	0	0	41,050
	1988-89	0	0	0	0	24,829	61	12,773	32	2,640	7	236	1	0	0	40,478
	1989-90	0	0	0	0	23,543	60	12,691	32	2,359	6	843	2	0	0	39,436
	1990-91	0	0	0	0	22,313	58	12,840	33	2,518	7	331	1	628	2	38,630
Kansas	1979-80	734	2	1,486	4	15,278	37	14,071	34	7,311	18	2,004	5	0	0	40,884
	1980-81	684	2	1,303	3	14,876	35	15,354	36	7,796	18	2,231	5	0	0	42,244
	1981-82	684	2	1,418	4	14,800	37	14,761	37	6,877	17	1,747	4	0	0	40,287
	1982-83	574	1	1,551	4	14,401	37	13,613	35	6,562	17	1,792	5	0	0	38,493
	1983-84	336	1	1,590	5	14,602	41	12,408	35	5,414	15	855	2	0	0	35,205
	1984-85	487	1	1,519	4	15,540	40	13,043	34	6,794	18	1,210	3	0	0	38,593
	1985-86	639	2	1,533	4	15,251	43	11,800	33	5,124	14	1,159	3	0	0	35,506
	1986-87	602	2	1,490	4	15,284	45	11,545	34	4,573	13	712	2	0	0	34,206
	1987-88	639	2	1,478	4	16,099	46	11,402	33	4,421	13	969	3	0	0	35,008
	1988-89	660	2	1,083	3	15,878	45	11,767	34	4,459	13	1,068	3	0	0	34,915
	1989-90	681	2	1,164	3	17,216	48	11,465	32	3,966	11	1,013	3	0	0	35,505
	1990-91	697	2	1,684	5	15,872	45	10,691	30	3,540	10	1,005	3	1,576	4	35,065

Table C 5 (contd.)

State	Year	Pre-K	%	Kinder-garten	%	Grades 1-3	%	Grades 4-6	%	Grades 7-9	%	Grades 10-12	%	Ungraded	%	Total Participants
Kentucky	1979-80	0	0	3,487	3	48,143	42	42,053	37	19,642	17	1,557	1	0	0	114,881
	1980-81	0	0	3,577	3	44,307	39	42,015	37	21,608	19	2,299	2	0	0	113,806
	1981-82	0	0	2,599	2	40,319	38	41,407	39	20,051	19	2,827	3	0	0	107,203
	1982-83	0	0	3,120	3	40,865	40	39,283	38	17,151	17	2,206	2	0	0	102,625
	1983-84	0	0	2,353	2	40,764	42	35,346	36	17,278	18	2,473	3	0	0	98,214
	1984-85	0	0	2,274	2	44,019	42	35,432	34	20,142	19	2,373	2	0	0	104,240
	1985-86	0	0	2,677	3	39,604	39	37,206	37	19,743	19	2,262	2	0	0	101,492
	1986-87	0	0	1,273	1	38,252	42	33,435	36	17,168	19	2,039	2	0	0	92,167
	1987-88	0	0	1,401	2	37,037	42	32,951	37	15,094	17	1,883	2	0	0	88,366
	1988-89	67	0	2,088	2	36,795	41	33,288	37	16,112	18	2,328	3	0	0	90,678
	1989-90	118	0	2,621	3	40,646	41	36,399	37	17,725	18	2,166	2	0	0	99,675
	1990-91	152	0	3,699	4	38,968	40	35,416	36	17,391	18	2,070	2	90	0	97,786
Louisiana	1979-80	2,990	2	12,748	8	49,596	30	52,016	32	35,335	22	10,423	6	0	0	163,108
	1980-81	2,655	2	10,660	8	46,330	33	45,895	32	30,013	21	6,309	4	0	0	141,862
	1981-82	1,836	2	8,364	8	42,501	39	37,536	34	15,937	15	2,907	3	0	0	109,081
	1982-83	2,665	3	9,422	9	43,203	43	33,085	33	11,195	11	1,473	1	0	0	101,043
	1983-84	1,850	2	9,605	10	44,289	45	31,692	32	10,458	11	1,015	1	0	0	98,909
	1984-85	2,319	2	10,796	10	49,034	45	35,635	33	10,340	9	1,448	1	0	0	109,572
	1985-86	2,446	2	11,526	11	48,802	45	35,272	33	8,841	8	1,378	1	0	0	108,265
	1986-87	2,687	3	12,619	12	49,768	47	33,126	31	7,989	8	275	0	0	0	106,464
	1987-88	2,595	2	12,624	12	49,665	46	35,125	33	7,184	7	281	0	62	0	107,536
	1988-89	3,974	4	12,977	12	49,673	46	34,248	32	7,322	7	210	0	0	0	108,404
	1989-90	5,026	5	12,091	12	49,741	49	29,841	29	4,925	5	813	1	0	0	102,437
	1990-91	4,698	4	14,839	14	53,866	50	30,116	28	4,803	4	469	0	0	0	108,791
Maine	1979-80	0	0	1,786	7	11,228	42	9,017	34	4,317	16	132	0	0	0	26,480
	1980-81	0	0	1,858	8	10,044	44	7,825	34	3,079	13	180	1	0	0	22,986
	1981-82	26	0	1,473	7	9,734	43	8,097	36	3,082	14	162	1	0	0	22,574
	1982-83	0	0	2,134	9	9,189	41	7,928	35	3,133	14	190	1	0	0	22,574
	1983-84	0	0	2,009	9	9,192	41	7,543	34	3,276	15	257	1	0	0	22,277
	1984-85	0	0	1,956	8	10,431	42	7,824	32	3,890	16	506	2	0	0	24,607
	1985-86	0	0	1,925	9	9,581	44	6,958	32	3,103	14	186	1	0	0	21,753
	1986-87	221	1	2,511	10	11,374	44	8,239	32	3,381	13	280	1	0	0	26,006
	1987-88	382	2	2,468	10	10,986	45	7,369	30	3,031	12	250	1	0	0	24,486
	1988-89	602	2	2,514	9	12,123	45	8,066	30	3,208	12	290	1	0	0	26,803
	1989-90	536	2	2,398	9	12,014	47	7,420	29	2,944	12	285	1	0	0	25,597
	1990-91	500	2	2,637	10	12,170	46	7,579	29	3,065	12	337	1	0	0	26,288

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Table C.5 (contd.)

State	Year	Pre-K	%	Kinder-garten	%	Grades 1-3	%	Grades 4-6	%	Grades 7-9	%	Grades 10-12	%	Ungraded	%	Total Participants
Maryland	1979-80	355	1	7,180	11	35,315	56	17,333	27	3,101	5	0	0	0	0	63,284
	1980-81	3,637	5	12,343	18	31,865	46	16,489	24	4,938	7	0	0	0	0	69,272
	1981-82	259	0	6,688	11	28,818	48	17,412	29	6,352	11	0	0	50	0	59,579
	1982-83	358	1	7,206	13	30,976	55	17,289	31	208	0	0	0	0	0	56,037
	1983-84	595	1	7,365	13	29,769	51	14,455	25	5,954	10	0	0	0	0	58,138
	1984-85	749	1	10,150	15	33,929	50	15,637	23	6,957	10	207	0	378	1	68,007
	1985-86	4,164	6	15,916	22	36,047	51	14,438	20	306	0	114	0	0	0	70,985
	1986-87	1,853	3	10,585	18	32,321	56	11,734	20	680	1	534	1	0	0	57,707
	1987-88	2,980	5	11,647	19	32,762	54	12,633	21	587	1	347	1	0	0	60,956
	1988-89	5,100	7	15,459	20	40,974	53	14,780	19	619	1	425	1	0	0	77,357
	1989-90	5,244	8	10,273	15	37,677	55	13,909	20	459	1	347	1	14	0	67,923
	1990-91	5,523	8	13,776	20	36,882	53	12,900	18	435	1	385	1	0	0	69,901
Massachusetts	1979-80	2,436	3	5,547	7	29,574	36	26,355	32	13,908	17	3,759	5	0	0	81,579
	1980-81	1,989	2	4,690	5	34,533	37	32,351	35	15,409	16	4,581	5	0	0	93,553
	1981-82	1,549	2	5,093	6	28,242	35	27,981	34	13,579	17	4,860	6	2	0	81,306
	1982-83	2,030	3	4,074	6	27,263	38	22,899	32	12,383	17	3,852	5	0	0	72,501
	1983-84	2,041	2	5,940	6	36,976	38	29,670	30	18,783	19	4,624	5	0	0	98,034
	1984-85	1,471	2	6,760	8	31,441	35	25,699	29	17,510	20	5,737	6	0	0	88,618
	1985-86	1,746	2	5,588	7	31,678	37	24,454	29	15,869	19	5,377	6	0	0	84,712
	1986-87	1,549	2	4,874	6	30,701	39	22,865	29	14,711	19	4,655	6	0	0	79,355
	1987-88	1,627	2	4,806	6	30,153	39	22,089	28	14,995	19	4,160	5	0	0	77,830
	1988-89	1,750	2	5,010	7	28,582	38	21,260	28	13,931	19	4,262	6	0	0	74,795
	1989-90	1,644	2	4,374	6	30,016	40	22,615	30	12,637	17	4,064	5	0	0	75,350
	1990-91	1,414	2	4,715	6	30,191	40	22,758	30	12,479	17	3,875	5	0	0	75,432
Michigan	1979-80	7,230	4	9,930	6	62,886	37	51,141	30	30,012	18	8,250	5	0	0	169,449
	1980-81	7,275	5	10,053	6	61,278	39	46,788	29	26,064	16	7,587	5	0	0	159,045
	1981-82	3,552	2	9,954	7	59,464	42	46,824	33	17,445	12	6,030	4	2	0	143,271
	1982-83	3,475	3	7,926	6	53,204	41	40,785	32	17,488	14	6,030	5	0	0	128,908
	1983-84	4,552	3	9,567	7	56,709	41	41,992	30	19,886	14	6,184	4	0	0	138,890
	1984-85	4,359	3	10,877	8	57,618	41	41,901	30	21,325	15	5,317	4	0	0	141,397
	1985-86	4,975	3	11,498	7	64,146	41	44,456	29	24,398	16	5,002	3	1,268	1	155,743
	1986-87	7,164	5	9,763	7	60,735	42	41,110	28	20,793	14	4,558	3	1,378	1	145,501
	1987-88	7,052	5	9,720	7	64,335	43	42,348	28	20,888	14	3,320	2	1,482	1	149,145
	1988-89	6,426	4	9,862	7	67,700	45	42,540	28	20,155	13	2,994	2	1,088	1	150,765
	1989-90	4,790	3	10,373	7	67,638	47	39,795	28	17,676	12	2,725	2	273	0	143,270
	1990-91	4,560	3	10,366	6	75,465	47	45,752	29	19,793	12	3,579	2	291	0	159,806

Table C 5 (contd.)

State	Year	Pre-K	%	Kinder-garten	%	Grades 1-3	%	Grades 4-6	%	Grades 7-9	%	Grades 10-12	%	Ungraded	%	Total Participants
Minnesota	1979-80	8	0	6,598	9	33,186	46	22,682	31	7,843	11	1,910	3	0	0	72,227
	1980-81	50	0	5,969	10	29,805	48	19,616	31	6,208	10	1,052	2	0	0	62,700
	1981-82	46	0	5,046	9	28,522	49	17,938	31	4,888	8	1,278	2	0	0	57,718
	1982-83	39	0	6,032	11	28,678	52	16,758	30	3,675	7	353	1	0	0	55,535
	1983-84	0	0	5,977	11	29,285	54	15,563	29	3,181	6	379	1	0	0	54,385
	1984-85	0	0	6,960	12	32,605	55	16,483	28	3,210	5	111	0	0	0	59,369
	1985-86	0	0	6,976	12	31,615	56	15,211	27	2,547	5	29	0	0	0	56,378
	1986-87	0	0	7,120	12	32,660	55	14,615	25	3,787	6	991	2	0	0	59,173
	1987-88	0	0	7,194	12	33,571	55	15,227	25	3,952	6	1,058	2	0	0	61,002
	1988-89	0	0	7,051	11	36,054	56	16,652	26	4,056	6	902	1	0	0	64,715
	1989-90	0	0	7,224	11	38,414	60	14,814	23	3,145	5	732	1	0	0	64,329
	1990-91	0	0	7,832	11	39,412	55	18,541	26	4,550	6	1,062	1	0	0	71,397
Mississippi	1979-80	0	0	3,887	3	48,084	36	49,138	37	26,275	20	4,427	3	0	0	131,811
	1980-81	0	0	4,378	3	47,094	36	49,662	38	25,661	20	4,613	4	0	0	131,408
	1981-82	0	0	4,717	4	44,426	37	45,953	38	20,639	17	3,931	3	0	0	119,666
	1982-83	0	0	5,228	5	45,000	39	43,282	38	18,568	16	2,307	2	0	0	114,385
	1983-84	0	0	6,061	6	31,484	31	42,115	42	18,006	18	2,405	2	0	0	100,071
	1984-85	0	0	7,181	7	22,197	22	45,937	45	23,601	23	2,350	2	0	0	101,266
	1985-86	100	0	7,204	8	15,262	16	44,541	48	23,374	25	2,479	3	0	0	92,960
	1986-87	24	0	3,730	4	20,477	22	44,667	47	22,850	24	2,754	3	181	0	94,683
	1987-88	24	0	2,609	3	22,730	22	46,097	46	25,996	26	3,666	4	0	0	101,122
	1988-89	1,174	1	0	0	22,654	22	48,324	46	27,700	26	4,654	4	180	0	104,686
	1989-90	166	0	1,384	1	26,533	21	55,505	45	33,435	27	6,611	5	0	0	123,634
	1990-91	241	0	3,673	3	34,013	23	62,070	43	36,713	25	8,482	6	0	0	145,192
Missouri	1979-80	586	1	3,714	4	31,221	36	32,563	37	18,008	21	1,316	2	0	0	87,408
	1980-81	770	1	3,537	4	33,155	35	37,425	39	18,822	20	1,778	2	0	0	95,487
	1981-82	1,050	1	3,810	4	29,974	35	33,383	39	16,542	19	1,783	2	0	0	86,542
	1982-83	1,132	1	4,121	5	31,813	37	33,206	39	14,349	17	1,328	2	0	0	85,949
	1983-84	1,132	1	3,863	4	35,366	41	33,083	38	12,862	15	958	1	0	0	87,264
	1984-85	1,738	2	3,697	5	37,040	46	28,466	35	9,710	12	721	1	0	0	81,372
	1985-86	1,572	2	4,110	6	36,705	50	24,874	34	6,315	9	451	1	0	0	74,027
	1986-87	1,896	3	4,459	6	38,946	52	23,556	32	5,150	7	322	0	0	0	74,329
	1987-88	2,076	3	4,657	6	42,392	51	26,913	33	6,444	8	295	0	0	0	82,777
	1988-89	2,110	3	4,888	7	34,504	50	22,090	32	4,723	7	483	1	0	0	68,798
	1989-90	2,451	3	5,924	8	35,776	49	22,604	31	5,136	7	454	1	0	0	72,345
	1990-91	3,119	4	6,580	8	40,063	49	24,663	30	5,829	7	317	0	900	1	81,471

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Table C.5 (contd.)

State	Year	Pre-K	%	Kinder-garten	%	Grades 1-3	%	Grades 4-6	%	Grades 7-9	%	Grades 10-12	%	Ungraded	%	Total Participants
Montana	1979-80	16	0	105	1	3,352	26	3,560	27	3,510	27	2,448	19	0	0	12,991
	1980-81	19	0	121	1	3,502	25	4,945	35	3,238	23	2,129	15	0	0	13,954
	1981-82	0	0	82	1	3,431	28	3,611	30	3,110	25	1,990	16	0	0	12,224
	1982-83	0	0	117	1	3,319	29	3,190	28	2,907	25	2,044	18	0	0	11,577
	1983-84	0	0	153	1	3,602	31	3,143	27	3,116	26	1,750	15	0	0	11,764
	1984-85	0	0	129	1	3,896	31	3,171	25	3,308	26	2,109	17	0	0	12,613
	1985-86	0	0	218	2	4,091	31	3,500	26	3,457	26	2,076	16	0	0	13,342
	1986-87	0	0	307	2	4,393	32	3,536	26	3,423	25	2,197	16	0	0	13,856
	1987-88	0	0	394	3	3,827	30	3,244	26	3,128	25	1,963	16	0	0	12,556
	1988-89	0	0	500	4	4,333	31	3,786	27	3,396	24	2,177	15	0	0	14,192
	1989-90	0	0	370	3	4,215	30	3,752	27	3,485	25	2,250	16	0	0	14,072
	1990-91	2	0	230	2	4,226	31	3,606	26	3,462	25	2,275	16	0	0	13,801
Nebraska	1979-80	13	0	528	2	11,603	40	9,541	33	5,756	20	1,665	6	0	0	29,106
	1980-81	0	0	739	3	9,864	38	8,969	34	5,365	20	1,366	5	0	0	26,303
	1981-82	0	0	1,009	3	12,056	40	10,946	37	4,794	16	1,042	3	0	0	29,847
	1982-83	0	0	0	0	9,920	46	7,927	37	2,866	13	699	3	0	0	21,412
	1983-84	0	0	784	4	9,632	43	7,761	35	3,104	14	895	4	0	0	22,176
	1984-85	0	0	534	3	8,975	45	7,317	36	2,650	13	655	3	0	0	20,131
	1985-86	0	0	642	3	11,056	44	8,824	35	3,015	12	471	2	959	4	24,967
	1986-87	0	0	685	3	13,133	49	9,538	36	2,904	11	393	1	0	0	26,653
	1987-88	0	0	762	3	13,471	51	9,215	35	2,578	10	386	1	0	0	26,412
	1988-89	92	0	646	2	14,554	51	9,766	34	2,650	9	942	3	0	0	28,650
	1989-90	151	1	978	3	14,034	49	9,569	33	2,656	9	1,177	4	0	0	28,565
	1990-91	275	1	874	3	13,479	50	9,431	35	2,310	8	849	3	0	0	27,218
Nevada	1979-80	0	0	90	2	849	14	2,608	44	1,671	28	760	13	0	0	5,978
	1980-81	0	0	131	2	948	17	2,546	46	1,470	26	493	9	0	0	5,588
	1981-82	0	0	114	2	1,003	15	2,953	43	1,966	29	774	11	0	0	6,810
	1982-83	0	0	48	1	945	13	2,513	35	2,710	38	865	12	0	0	7,081
	1983-84	0	0	460	6	1,297	16	2,525	32	2,708	34	928	12	0	0	7,918
	1984-85	0	0	762	9	1,766	21	3,151	37	1,815	21	1,098	13	0	0	8,592
	1985-86	0	0	940	10	2,412	26	2,623	28	2,474	26	943	10	0	0	9,392
	1986-87	0	0	842	10	2,307	28	2,234	27	2,724	33	36	0	0	0	8,143
	1987-88	0	0	860	9	2,600	28	2,489	27	2,856	31	500	5	0	0	9,305
	1988-89	32	0	978	8	3,590	31	3,219	27	3,613	31	330	3	0	0	11,762
	1989-90	73	1	1,058	11	3,303	33	2,463	25	2,777	28	187	2	0	0	9,861
	1990-91	122	1	1,338	13	3,031	30	2,943	29	2,489	24	283	3	0	0	10,206

Table C 5 (contd.)

State	Year	Pre-K	%	Kinder-garten	%	Grades 1-3	%	Grades 4-6	%	Grades 7-9	%	Grades 10-12	%	Ungraded	%	Total Participants
New Hampshire	1979-80	95	1	305	4	4,226	51	2,746	33	832	10	130	2	0	0	8,334
	1980-81	110	1	353	4	4,820	50	3,170	33	963	10	150	2	0	0	9,566
	1981-82	0	0	460	6	3,176	45	2,201	31	1,157	16	92	1	0	0	7,086
	1982-83	114	1	413	5	3,857	49	2,214	28	1,050	13	228	3	0	0	7,876
	1983-84	0	0	495	6	4,200	47	2,583	29	1,410	16	284	3	0	0	8,972
	1984-85	26	0	632	6	4,819	47	2,946	29	1,487	15	324	3	0	0	10,234
	1985-86	5	0	779	7	5,354	45	3,318	28	2,021	17	363	3	0	0	11,840
	1986-87	0	0	533	5	4,743	47	2,838	28	1,703	17	243	2	0	0	10,060
	1987-88	0	0	649	6	5,629	48	3,330	28	1,741	15	434	4	0	0	11,783
	1988-89	0	0	377	3	5,736	50	3,352	29	1,797	16	190	2	0	0	11,452
	1989-90	0	0	551	4	6,575	53	3,134	25	1,797	14	426	3	0	0	12,483
	1990-91	140	1	333	3	7,226	55	3,282	25	1,761	13	407	3	0	0	13,149
New Jersey	1979-80	3,228	3	11,021	9	52,250	43	34,356	28	13,974	12	6,550	5	0	0	121,379
	1980-81	2,955	2	11,942	9	51,032	40	39,981	31	15,747	12	6,317	5	0	0	127,974
	1981-82	2,636	2	12,178	9	45,469	34	42,225	32	20,800	16	10,458	8	0	0	133,766
	1982-83	2,391	2	14,364	10	48,483	33	43,575	29	26,798	18	13,433	9	0	0	149,044
	1983-84	2,898	2	11,584	8	47,250	33	38,080	27	29,754	21	12,444	9	0	0	142,010
	1984-85	2,165	1	15,753	10	51,921	32	39,629	25	34,232	21	16,800	10	0	0	160,500
	1985-86	2,976	2	16,403	10	51,234	31	40,261	24	37,108	22	18,224	11	0	0	166,206
	1986-87	2,813	2	14,830	8	55,439	30	48,412	26	42,525	23	19,289	11	0	0	183,308
	1987-88	3,107	2	17,402	9	60,329	32	44,940	24	44,033	23	21,401	11	0	0	191,212
	1988-89	2,977	2	16,450	9	58,672	34	42,192	24	38,073	22	16,113	9	0	0	174,477
	1989-90	3,263	2	16,743	10	60,017	34	44,721	26	38,691	22	11,433	7	0	0	174,868
	1990-91	3,382	2	16,039	9	59,225	34	44,071	25	41,153	23	12,769	7	0	0	176,639
New Mexico	1979-80	67	0	1,053	3	11,088	34	10,588	33	7,705	24	1,884	6	0	0	32,385
	1980-81	119	0	1,668	5	11,043	33	10,284	31	7,862	23	2,669	8	0	0	33,645
	1981-82	35	0	1,595	5	10,022	33	9,710	32	6,753	22	1,911	6	36	0	30,062
	1982-83	18	0	1,760	6	9,738	35	8,845	32	6,005	22	1,289	5	0	0	27,655
	1983-84	130	0	1,979	7	10,112	36	8,895	32	5,821	21	1,259	4	0	0	28,196
	1984-85	99	0	1,952	7	11,371	39	8,740	30	6,091	21	1,085	4	0	0	29,338
	1985-86	105	0	2,145	7	12,107	38	9,105	29	6,968	22	1,285	4	0	0	31,715
	1986-87	82	0	1,499	5	11,790	41	8,581	29	6,075	21	1,079	4	0	0	29,106
	1987-88	122	0	2,086	7	12,198	39	9,158	29	6,467	21	1,134	4	0	0	31,165
	1988-89	124	0	1,575	5	12,723	40	9,482	30	6,385	20	1,401	4	0	0	31,690
	1989-90	189	1	1,806	5	13,969	41	10,238	30	6,369	19	1,521	4	0	0	34,092
	1990-91	151	0	2,903	7	15,404	39	11,096	28	7,338	19	2,140	5	0	0	39,032

Table C 5 (contd)

State	Year	Pre-K	%	Kinder-garten	%	Grades 1-3	%	Grades 4-6	%	Grades 7-9	%	Grades 10-12	%	Ungraded	%	Total Participants
New York	1979-80	1,462	0	8,404	2	108,695	31	121,010	35	81,487	23	26,643	8	0	0	347,701
	1980-81	1,750	0	8,642	2	120,582	31	130,925	34	88,911	23	34,550	9	0	0	385,360
	1981-82	1,149	0	7,570	2	104,550	29	118,425	32	87,304	24	47,799	13	0	0	366,797
	1982-83	0	0	8,607	3	92,761	31	99,891	33	64,858	22	32,535	11	0	0	298,652
	1983-84	0	0	9,130	3	99,597	29	107,673	31	79,220	23	48,061	14	0	0	343,681
	1984-85	0	0	13,344	4	101,985	27	110,353	29	96,130	26	53,004	14	0	0	374,816
	1985-86	9,297	3	4,919	1	111,203	32	97,551	28	79,147	23	40,521	12	0	0	342,638
	1986-87	2,323	1	12,250	4	109,944	34	91,332	28	70,441	22	35,204	11	0	0	321,494
	1987-88	5,545	2	33,003	10	123,524	36	86,417	25	62,637	18	33,895	10	0	0	345,021
	1988-89	7,524	2	17,206	5	119,526	34	106,116	30	73,303	21	31,913	9	0	0	355,588
	1989-90	8,193	2	18,863	5	125,018	34	102,497	28	76,087	21	32,929	9	0	0	363,587
	1990-91	11,331	3	26,587	7	139,761	35	109,436	27	78,467	20	33,917	8	0	0	399,499
North Carolina	1979-80	382	0	50	0	46,558	31	63,411	42	32,416	22	6,730	5	0	0	149,547
	1980-81	370	0	7	0	31,775	22	66,935	46	39,259	27	6,986	5	0	0	145,332
	1981-82	157	0	0	0	21,773	16	69,217	51	38,623	28	6,258	5	0	0	136,028
	1982-83	136	0	149	0	21,092	16	66,368	50	38,488	29	7,651	6	5	0	133,889
	1983-84	132	0	176	0	22,096	17	63,753	48	37,883	29	8,040	6	0	0	132,080
	1984-85	130	0	15	0	21,775	17	61,049	47	38,689	30	7,837	6	0	0	129,495
	1985-86	112	0	226	0	23,548	19	56,827	45	38,183	30	6,459	5	0	0	125,355
	1986-87	832	1	273	0	23,944	21	50,513	44	33,539	29	4,782	4	0	0	113,883
	1987-88	933	1	367	0	24,175	21	51,037	45	32,511	29	5,022	4	0	0	114,045
	1988-89	1,300	1	1,367	1	27,099	23	53,141	45	31,809	27	3,038	3	0	0	117,754
	1989-90	1,880	2	1,968	2	28,473	25	51,857	45	27,654	24	2,855	2	0	0	114,687
	1990-91	2,412	2	3,093	3	32,215	28	50,236	43	25,861	22	1,709	1	0	0	115,526
North Dakota	1979-80	5	0	81	1	4,505	44	3,397	33	1,900	19	351	3	0	0	10,239
	1980-81	4	0	135	1	4,302	43	3,642	36	1,624	16	278	3	0	0	9,985
	1981-82	0	0	103	1	3,224	44	2,603	35	1,236	17	199	3	0	0	7,365
	1982-83	0	0	145	1	4,666	45	4,010	38	1,412	13	247	2	0	0	10,480
	1983-84	0	0	134	1	4,292	48	3,057	34	1,287	14	166	2	0	0	8,936
	1984-85	147	2	0	0	4,399	48	3,078	34	1,350	15	157	2	0	0	9,131
	1985-86	1	0	148	2	4,290	47	3,164	35	1,369	15	140	2	0	0	9,112
	1986-87	0	0	186	2	4,381	48	3,189	35	1,201	13	174	2	0	0	9,131
	1987-88	0	0	204	2	4,585	49	3,339	35	1,074	11	208	2	0	0	9,410
	1988-89	0	0	407	4	4,938	48	3,419	33	1,244	12	346	3	0	0	10,354
	1989-90	3	0	383	4	4,873	48	3,275	32	1,326	13	332	3	0	0	10,192
	1990-91	2	0	418	4	4,637	46	3,353	33	1,250	12	377	4	0	0	10,037

Table C 5 (contd.)

State	Year	Pre-K	%	Kinder-garten	%	Grades 1-3	%	Grades 4-6	%	Grades 7-9	%	Grades 10-12	%	Ungraded	%	Total Participants
Ohio	1979-80	4,543	3	7,618	5	79,039	55	44,258	31	8,179	6	617	0	0	0	144,254
	1980-81	3,813	3	7,385	5	75,899	53	46,417	32	9,504	7	738	1	0	0	143,756
	1981-82	3,296	3	6,318	5	69,773	55	37,633	30	8,427	7	927	1	0	0	126,374
	1982-83	2,778	2	6,063	5	68,684	57	36,183	30	5,013	4	919	1	0	0	119,640
	1983-84	2,947	2	7,900	6	74,178	56	40,096	30	6,168	5	1,093	1	0	0	132,382
	1984-85	3,315	2	9,332	7	79,168	57	40,068	29	6,683	5	1,005	1	0	0	139,571
	1985-86	3,258	2	9,927	7	80,095	59	36,908	27	5,450	4	1,023	1	0	0	136,661
	1986-87	3,527	3	10,904	8	77,757	59	32,851	25	4,779	4	871	1	0	0	130,689
	1987-88	3,085	2	10,861	8	82,524	61	33,362	25	4,574	3	1,286	1	0	0	135,692
	1988-89	2,971	2	10,552	8	88,228	63	32,473	23	4,163	3	1,075	1	0	0	139,462
	1989-90	2,937	2	10,510	8	87,566	63	31,552	23	4,145	3	1,317	1	0	0	138,027
	1990-91	2,829	2	12,187	8	93,785	62	34,524	23	6,301	4	1,721	1	0	0	151,347
Oklahoma	1979-80	303	0	667	1	23,614	30	26,020	33	21,626	27	7,218	9	0	0	79,448
	1980-81	285	0	569	1	23,720	29	28,797	36	20,862	26	6,341	8	0	0	80,574
	1981-82	219	0	521	1	21,279	31	26,091	38	16,400	24	4,584	7	0	0	69,094
	1982-83	198	0	426	1	19,618	32	23,942	39	13,922	23	3,593	6	0	0	61,699
	1983-84	195	0	770	1	20,391	34	22,269	37	13,133	22	3,366	6	0	0	60,124
	1984-85	209	0	445	1	21,846	35	22,574	36	13,940	22	3,948	6	0	0	62,962
	1985-86	286	0	1,223	2	22,142	36	22,379	36	13,313	21	2,738	4	0	0	62,081
	1986-87	314	1	621	1	22,382	38	21,537	37	11,497	20	2,224	4	0	0	58,575
	1987-88	286	0	1,249	2	22,476	39	21,385	37	10,545	18	1,636	3	0	0	57,577
	1988-89	358	1	1,492	2	23,909	40	22,135	37	10,556	18	1,761	3	0	0	60,211
	1989-90	297	1	895	2	24,355	41	21,486	36	10,366	18	1,673	3	0	0	59,072
	1990-91	378	1	1,976	3	22,475	39	21,632	38	9,399	16	1,646	3	0	0	57,506
Oregon	1979-80	350	1	2,222	5	16,736	35	13,108	28	10,158	21	4,752	10	0	0	47,326
	1980-81	565	2	1,277	4	10,975	35	9,364	30	6,602	21	2,307	7	0	0	31,090
	1981-82	176	1	1,362	5	11,501	39	8,715	29	5,641	19	2,416	8	7	0	29,818
	1982-83	329	1	1,452	4	14,054	39	10,224	28	6,902	19	3,376	9	0	0	36,337
	1983-84	528	2	1,163	3	13,506	38	9,862	28	6,971	20	3,166	9	0	0	35,196
	1984-85	224	1	1,267	3	15,039	40	10,349	28	7,511	20	3,198	9	0	0	37,588
	1985-86	250	1	1,256	3	17,105	40	11,037	26	8,663	20	4,375	10	0	0	42,686
	1986-87	108	0	1,103	3	17,561	41	11,250	26	8,656	20	3,931	9	0	0	42,609
	1987-88	189	0	1,402	3	18,220	41	11,955	27	8,573	19	4,138	9	0	0	44,477
	1988-89	69	0	1,046	2	17,481	42	11,550	28	7,892	19	3,885	9	0	0	41,923
	1989-90	34	0	1,313	3	20,599	45	12,825	28	7,942	17	3,542	8	0	0	46,255
	1990-91	53	0	1,431	3	20,627	46	12,583	28	7,494	17	2,505	6	0	0	44,693

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Table C.5 (contd.)

State	Year	Pre-K	%	Kinder-garten	%	Grades 1-3	%	Grades 4-6	%	Grades 7-9	%	Grades 10-12	%	Ungraded	%	Total Participants
Pennsylvania	1979-80	1,257	0	13,120	5	92,147	34	87,124	32	53,924	20	21,078	8	0	0	268,650
	1980-81	1,236	0	13,988	5	88,085	33	86,759	33	53,348	20	21,994	8	0	0	265,410
	1981-82	996	0	13,123	5	80,740	34	77,449	32	44,735	19	23,774	10	0	0	240,817
	1982-83	831	0	14,220	6	76,296	34	73,261	32	40,622	18	21,824	10	0	0	227,054
	1983-84	924	0	14,750	7	77,598	34	68,610	30	41,412	18	22,906	10	0	0	226,200
	1984-85	968	0	10,439	5	84,947	37	72,378	32	43,348	19	16,253	7	0	0	228,333
	1985-86	1,023	0	9,895	5	82,528	38	67,910	31	41,619	19	14,619	7	0	0	217,594
	1986-87	942	0	5,913	3	90,238	43	66,810	32	36,373	17	11,576	5	0	0	211,852
	1987-88	792	0	7,984	4	94,523	42	70,571	31	39,682	18	12,209	5	0	0	225,761
	1988-89	1,090	0	9,417	4	97,359	42	72,403	31	37,398	16	13,071	6	0	0	230,738
	1989-90	1,323	1	5,517	3	94,914	44	67,757	31	36,164	17	11,943	5	0	0	217,618
	1990-91	1,213	1	12,089	5	90,658	40	67,844	30	38,646	17	14,120	6	0	0	224,570
Rhode Island	1979-80	127	1	636	3	5,326	28	6,063	32	5,270	28	1,323	7	0	0	18,745
	1980-81	130	1	423	2	4,811	28	5,210	30	5,458	32	1,179	7	0	0	17,211
	1981-82	110	1	133	1	4,454	34	4,400	34	2,942	23	943	7	0	0	12,982
	1982-83	100	1	539	4	4,346	36	3,495	29	2,836	24	729	6	0	0	12,045
	1983-84	106	1	574	4	4,640	36	3,728	29	3,022	23	797	6	0	0	12,867
	1984-85	40	0	721	5	4,993	37	3,874	29	3,111	23	704	5	0	0	13,443
	1985-86	74	1	582	5	4,664	36	3,440	27	3,232	25	813	6	0	0	12,805
	1986-87	56	0	1,006	7	5,086	37	3,793	28	3,071	22	620	5	23	0	13,655
	1987-88	75	0	890	6	5,908	39	3,836	25	3,569	23	819	5	161	1	15,258
	1988-89	30	0	805	5	5,598	37	4,088	27	3,837	25	627	4	178	1	15,163
	1989-90	48	0	719	5	5,399	37	3,904	27	3,728	26	624	4	132	1	14,554
	1990-91	58	0	373	2	5,402	35	4,454	29	4,033	26	902	6	139	1	15,361
South Carolina	1979-80	574	1	3,779	4	31,591	32	33,031	34	22,825	23	6,160	6	0	0	97,960
	1980-81	681	1	3,305	4	29,291	32	30,921	34	21,444	24	5,466	6	0	0	91,108
	1981-82	802	1	3,272	5	25,804	36	27,149	38	12,656	18	2,327	3	0	0	72,010
	1982-83	833	1	2,570	4	23,774	38	23,789	38	9,743	16	1,352	2	0	0	62,061
	1983-84	905	2	1,431	2	23,555	41	21,973	38	9,198	16	963	2	0	0	58,025
	1984-85	865	2	861	2	21,320	41	18,352	35	9,306	18	1,118	2	0	0	51,822
	1985-86	1,089	2	896	2	18,392	35	19,532	37	10,302	20	2,474	5	0	0	52,685
	1986-87	1,230	2	1,850	4	17,017	33	19,413	38	9,609	19	2,255	4	0	0	51,374
	1987-88	1,286	2	1,995	4	20,015	37	18,650	35	9,419	18	2,442	5	0	0	53,807
	1988-89	1,125	2	2,383	4	20,177	36	19,552	35	10,537	19	2,512	4	0	0	56,286
	1989-90	932	2	2,881	5	21,559	37	20,233	35	9,778	17	2,420	4	0	0	57,803
	1990-91	1,103	2	3,498	6	22,698	37	21,665	35	10,482	17	1,741	3	0	0	61,187

Table C.5 (contd.)

State	Year	Pre-K	%	Kinder-garten	%	Grades 1-3	%	Grades 4-6	%	Grades 7-9	%	Grades 10-12	%	Ungraded	%	Total Participants
South Dakota	1979-80	73	0	625	4	5,817	38	5,488	36	2,934	19	335	2	0	0	15,272
	1980-81	40	0	757	5	5,531	37	5,369	36	2,716	18	373	3	0	0	14,786
	1981-82	31	0	670	5	5,318	38	5,006	36	2,372	17	419	3	0	0	13,816
	1982-83	0	0	788	6	5,103	40	4,446	35	2,047	16	356	3	0	0	12,740
	1983-84	0	0	808	6	5,381	42	4,219	33	1,993	16	339	3	0	0	12,740
	1984-85	0	0	874	7	5,464	42	4,169	32	2,045	16	325	3	0	0	12,877
	1985-86	0	0	904	7	5,842	45	4,301	33	1,716	13	239	2	0	0	13,002
	1986-87	9	0	954	7	6,002	47	4,010	31	1,605	13	226	2	0	0	12,806
	1987-88	63	0	964	7	6,216	47	4,276	32	1,528	12	224	2	0	0	13,271
	1988-89	10	0	1,039	8	6,255	47	4,321	32	1,523	11	250	2	0	0	13,398
	1989-90	16	0	1,098	8	6,637	46	4,707	32	1,792	12	314	2	0	0	14,564
	1990-91	18	0	939	7	6,148	46	4,403	33	1,607	12	383	3	0	0	13,498
Tennessee	1979-80	2,184	1	2,460	2	62,556	41	57,396	38	25,722	17	891	1	30	0	151,239
	1980-81	1,419	1	4,137	4	46,350	45	35,466	35	13,122	13	1,527	1	0	0	102,021
	1981-82	738	1	4,050	5	35,514	40	34,203	38	12,585	14	1,752	2	0	0	88,842
	1982-83	0	0	2,508	2	52,551	38	56,949	41	24,762	18	1,275	1	0	0	138,045
	1983-84	684	1	1,755	2	39,477	43	36,492	40	12,060	13	1,509	2	0	0	91,977
	1984-85	257	0	2,416	2	41,116	41	39,604	40	15,302	15	909	1	0	0	99,604
	1985-86	221	0	2,001	2	43,263	42	40,332	39	16,616	16	895	1	0	0	103,328
	1986-87	256	0	2,405	2	41,944	41	40,344	39	16,656	16	906	1	0	0	102,511
	1987-88	527	1	2,667	3	43,521	43	41,233	40	13,454	13	554	1	0	0	101,956
	1988-89	880	1	2,414	2	41,248	42	38,993	40	14,476	15	493	1	0	0	98,504
	1989-90	1,303	1	3,121	3	44,064	41	42,994	40	15,850	15	402	0	0	0	107,734
	1990-91	1,859	2	6,804	6	48,534	41	46,505	39	13,552	11	934	1	0	0	118,188
Texas	1979-80	2,652	1	34,456	8	167,850	40	150,122	36	60,570	14	5,350	1	0	0	421,000
	1980-81	3,999	1	36,571	9	167,945	40	153,760	37	49,799	12	3,911	1	0	0	415,985
	1981-82	3,947	1	41,428	12	133,319	38	126,285	36	40,749	12	5,122	1	0	0	350,850
	1982-83	3,546	1	37,224	12	120,095	38	113,707	36	36,634	12	4,635	1	0	0	315,841
	1983-84	6,411	2	26,196	9	118,929	39	104,058	34	42,722	14	7,914	3	0	0	306,230
	1984-85	4,288	1	29,635	10	130,055	44	92,325	31	34,521	12	6,924	2	0	0	297,748
	1985-86	8,943	2	41,763	11	158,895	43	111,727	31	38,316	10	5,934	2	0	0	365,578
	1986-87	11,403	3	29,857	8	156,084	44	110,037	31	40,546	11	6,692	2	0	0	354,619
	1987-88	16,020	4	31,963	8	169,558	45	115,769	30	39,626	10	8,027	2	0	0	380,963
	1988-89	15,755	4	34,779	8	184,203	44	124,457	30	46,642	11	10,504	3	0	0	416,340
	1989-90	21,134	5	36,292	9	181,010	43	121,447	29	47,311	11	10,407	2	0	0	417,601
	1990-91	17,416	4	33,427	8	172,417	43	122,907	31	44,320	11	11,796	3	0	0	402,283

Table C.5 (contd.)

State	Year	Pre-K	%	Kinder-garten	%	Grades 1-3	%	Grades 4-6	%	Grades 7-9	%	Grades 10-12	%	Ungraded	%	Total Participants
Utah	1979-80	0	0	2,494	11	10,583	49	4,838	22	2,618	12	1,156	5	0	0	21,689
	1980-81	118	1	1,814	10	8,983	47	4,191	22	2,792	15	1,055	6	0	0	18,953
	1981-82	0	0	1,792	10	8,984	50	3,916	22	2,473	14	809	5	0	0	17,974
	1982-83	0	0	1,576	9	8,583	51	3,861	23	2,151	13	668	4	0	0	16,839
	1983-84	0	0	1,648	9	10,062	53	4,145	22	2,627	14	637	3	0	0	19,119
	1984-85	0	0	1,674	7	11,669	51	5,410	24	3,290	14	810	4	0	0	22,853
	1985-86	0	0	2,196	9	12,061	49	5,870	24	3,550	14	817	3	0	0	24,494
	1986-87	0	0	1,388	6	10,838	49	5,474	25	3,371	15	991	4	0	0	22,062
	1987-88	0	0	1,570	6	12,900	51	6,566	26	3,342	13	897	4	0	0	25,275
	1988-89	0	0	1,673	6	13,849	49	8,082	28	4,207	15	669	2	0	0	28,480
	1989-90	92	0	1,771	6	13,886	47	9,006	31	4,260	14	403	1	0	0	29,418
	1990-91	163	1	2,379	8	14,362	46	9,506	30	4,216	13	626	2	0	0	31,252
Vermont	1979-80	552	5	284	3	3,982	37	3,510	32	2,143	20	412	4	0	0	10,883
	1980-81	603	6	287	3	3,924	37	3,447	32	2,019	19	385	4	0	0	10,665
	1981-82	447	5	203	2	3,469	40	3,016	34	1,393	16	236	3	0	0	8,764
	1982-83	365	5	257	3	3,186	40	2,624	33	1,278	16	173	2	0	0	7,883
	1983-84	418	5	273	3	3,544	41	2,965	34	1,332	15	197	2	0	0	8,729
	1984-85	549	6	259	3	3,800	40	3,082	32	1,574	17	244	3	11	0	9,519
	1985-86	485	5	345	4	3,993	41	3,081	31	1,667	17	270	3	0	0	9,841
	1986-87	526	6	339	4	3,872	42	2,872	31	1,367	15	219	2	14	0	9,209
	1987-88	528	5	425	4	4,330	44	2,842	29	1,440	15	263	3	0	0	9,828
	1988-89	501	5	461	5	4,639	46	2,798	28	1,508	15	214	2	23	0	10,144
	1989-90	470	5	402	4	4,750	47	2,769	28	1,642	16	230	2	0	0	10,063
	1990-91	533	5	399	4	4,872	48	2,591	26	1,368	14	323	3	0	0	10,086
Virginia	1979-80	1,143	1	1,506	1	48,511	43	42,603	38	16,878	15	1,140	1	0	0	111,781
	1980-81	799	1	1,198	1	45,996	42	41,555	40	15,558	15	1,051	1	0	0	104,157
	1981-82	576	1	1,011	1	38,315	43	36,274	41	12,086	14	559	1	0	0	88,821
	1982-83	859	1	1,143	1	36,220	43	33,130	40	11,484	14	553	1	0	0	83,389
	1983-84	1,023	1	1,442	2	36,855	44	32,517	39	10,811	13	451	1	0	0	83,099
	1984-85	821	1	1,628	2	37,274	45	32,417	39	10,797	13	451	1	0	0	83,388
	1985-86	840	1	1,648	2	36,715	47	29,579	38	8,338	11	183	0	0	0	77,303
	1986-87	983	1	914	1	37,881	51	27,014	37	6,618	9	178	0	0	0	73,588
	1987-88	1,466	2	1,260	2	39,034	54	26,015	36	4,843	7	192	0	0	0	72,810
	1988-89	1,666	3	1,996	3	35,186	54	22,444	34	3,445	5	398	1	0	0	65,135
	1989-90	1,894	3	2,187	3	36,757	52	25,195	36	4,250	6	202	0	0	0	70,485
	1990-91	2,236	3	2,622	4	38,111	53	24,882	35	3,962	6	212	0	0	0	72,025

Table C.5 (contd.)

State	Year	Pre-K	%	Kinder-garten	%	Grades 1-3	%	Grades 4-6	%	Grades 7-9	%	Grades 10-12	%	Ungraded	%	Total Participants
Washington	1979-80	3,318	5	267	0	23,869	39	18,306	30	10,994	18	4,304	7	0	0	61,058
	1980-81	635	1	2,505	4	23,636	39	18,344	30	11,594	19	4,604	8	0	0	61,318
	1981-82	310	1	2,280	4	23,015	41	18,317	33	9,090	16	3,198	6	0	0	56,210
	1982-83	434	1	2,499	4	25,251	43	18,164	31	9,530	16	3,368	6	0	0	59,246
	1983-84	354	1	2,941	5	26,092	43	18,619	31	9,163	15	3,383	6	0	0	60,552
	1984-85	449	1	3,255	5	27,086	45	17,189	28	9,343	15	3,500	6	0	0	60,822
	1985-86	285	0	4,064	6	28,473	44	17,637	27	10,234	16	4,574	7	0	0	65,267
	1986-87	472	1	4,380	7	29,253	47	16,676	27	7,645	12	4,036	6	0	0	62,462
	1987-88	282	0	4,822	8	30,186	47	16,845	26	7,777	12	4,179	7	0	0	64,091
	1988-89	614	1	4,797	7	30,935	48	17,039	26	7,602	12	3,691	6	26	0	64,704
	1989-90	210	0	4,466	7	31,622	51	16,278	26	6,573	11	2,983	5	0	0	62,132
	1990-91	512	1	4,335	7	30,804	51	15,999	27	5,738	10	2,703	4	0	0	60,091
West Virginia	1979-80	0	0	14	0	20,260	46	18,110	41	4,551	10	847	2	0	0	43,782
	1980-81	0	0	0	0	18,055	43	17,524	42	5,292	13	637	2	0	0	41,508
	1981-82	0	0	0	0	17,864	44	17,325	42	5,091	12	604	1	0	0	40,884
	1982-83	0	0	179	1	15,185	47	13,345	42	2,793	9	645	2	0	0	32,147
	1983-84	0	0	0	0	15,228	48	13,331	42	2,805	9	154	0	0	0	31,518
	1984-85	0	0	1	0	15,692	47	13,783	41	3,631	11	277	1	0	0	33,384
	1985-86	0	0	0	0	16,647	50	13,612	40	3,143	9	212	1	0	0	33,614
	1986-87	0	0	30	0	16,353	52	13,026	41	2,236	7	85	0	0	0	31,730
	1987-88	0	0	50	0	16,287	50	13,423	42	2,473	8	99	0	0	0	32,332
	1988-89	1	0	123	0	16,232	49	13,790	42	2,533	8	183	1	0	0	32,862
	1989-90	0	0	180	1	16,199	49	13,650	41	2,795	8	249	1	14	0	33,087
	1990-91	0	0	321	1	16,678	46	14,997	41	3,952	11	386	1	0	0	36,334
Wisconsin	1979-80	5,564	8	7,364	10	27,534	38	19,314	27	9,323	13	2,566	4	0	0	71,665
	1980-81	4,796	7	6,890	10	26,692	38	19,989	28	10,222	14	2,573	4	0	0	71,162
	1981-82	3,614	6	5,497	9	25,468	40	17,366	27	9,369	15	3,083	5	0	0	64,397
	1982-83	3,364	6	4,818	8	23,453	41	15,224	27	7,626	13	2,179	4	644	1	57,308
	1983-84	3,388	5	6,571	10	25,896	40	16,995	26	8,789	14	2,540	4	96	0	64,275
	1984-85	2,196	3	6,029	10	25,785	41	15,797	25	8,855	14	4,512	7	154	0	63,328
	1985-86	3,404	5	6,124	9	26,810	39	15,468	22	11,547	17	5,891	8	164	0	69,408
	1986-87	3,207	5	6,201	9	26,819	40	14,326	22	10,782	16	5,157	8	67	0	66,559
	1987-88	3,348	5	6,257	9	27,005	41	14,711	22	10,211	15	4,385	7	53	0	65,970
	1988-89	2,972	4	6,257	9	28,151	43	15,065	23	9,495	14	4,135	6	50	0	66,125
	1989-90	2,857	4	7,342	11	29,723	43	16,458	24	9,753	14	3,469	5	0	0	69,602
	1990-91	3,052	5	5,797	9	28,212	43	15,719	24	9,728	15	3,818	6	0	0	66,326

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Table C 5 (contd)

State	Year	Pre-K	%	Kinder-garten	%	Grades 1-3	%	Grades 4-6	%	Grades 7-9	%	Grades 10-12	%	Ungraded	%	Total Participants
Wyoming	1979-80	35	1	233	5	1,920	41	1,695	36	654	14	198	4	0	0	4,735
	1980-81	40	1	217	4	2,264	41	1,798	33	736	13	429	8	0	0	5,484
	1981-82	30	1	152	3	1,933	41	1,687	36	710	15	209	4	0	0	4,721
	1982-83	20	1	131	3	1,914	50	1,258	33	376	10	142	4	0	0	3,841
	1983-84	18	0	154	4	2,196	51	1,360	31	450	10	158	4	0	0	4,336
	1984-85	0	0	241	6	2,295	52	1,425	33	303	7	109	2	0	0	4,373
	1985-86	0	0	213	5	2,391	58	1,097	27	281	7	141	3	0	0	4,123
	1986-87	22	1	185	5	2,190	54	1,171	29	313	8	140	3	0	0	4,021
	1987-88	0	0	101	3	1,789	49	1,298	35	318	9	153	4	0	0	3,659
	1988-89	17	0	235	5	2,473	51	1,550	32	380	8	151	3	0	0	4,806
	1989-90	21	0	166	3	2,530	52	1,549	32	460	9	151	3	0	0	4,877
	1990-91	13	0	263	5	2,392	48	1,720	34	496	10	131	3	0	0	5,015

Table C.6

Number and Percent of Chapter 1 Public and Nonpublic Participants Who Received Reading and Mathematics, by State — 1979–80 through 1990–91

		Public					Nonpublic				
State	Year	Participants	Reading	%	Mathematics	%	Participants	Reading	%	Mathematics	%
Nation	1979–80	4,973,708	3,777,691	76	2,165,148	44	189,114	148,972	79	68,875	36
	1980–81	4,862,308	3,439,338	71	1,928,810	40	213,499	162,218	76	75,778	35
	1981–82	4,434,447	3,105,872	70	1,781,757	40	184,084	154,491	84	73,034	40
	1982–83	4,270,424	3,120,702	73	1,843,275	43	177,210	137,191	77	66,207	37
	1983–84	4,381,975	3,222,066	74	1,893,630	43	190,660	141,292	74	79,153	42
	1984–85	4,528,177	3,268,470	72	1,970,617	44	184,532	137,905	75	76,174	41
	1985–86	4,611,948	3,382,410	73	2,057,781	45	127,922	87,233	68	43,450	34
	1986–87	4,594,761	3,362,060	73	2,043,110	44	137,900	92,265	67	47,899	35
	1987–88	4,808,030	3,330,637	69	2,056,111	43	136,618	87,448	64	56,557	41
	1988–89	4,777,643	3,422,370	72	2,125,985	44	137,656	84,294	61	59,313	43
	1989–90	5,014,617	3,549,564	71	2,270,386	45	151,948	99,166	65	64,456	42
	1990–91	5,252,141	3,748,047	71	2,349,309	45	157,501	108,782	69	64,152	41
Alabama	1979–80	129,628	106,640	82	41,630	32	1,221	1,058	87	305	25
	1980–81	130,523	110,021	84	45,448	35	1,103	1,042	94	125	11
	1981–82	121,092	102,231	84	37,142	31	1,039	1,028	99	131	13
	1982–83	109,958	91,316	83	31,439	29	985	938	95	76	8
	1983–84	103,399	83,862	81	32,794	32	825	730	88	89	11
	1984–85	115,107	96,845	84	45,391	39	780	695	89	103	13
	1985–86	117,556	97,184	83	51,584	44	99	96	97	21	21
	1986–87	114,653	95,726	83	50,717	44	125	121	97	58	46
	1987–88	120,093	97,757	81	53,249	44	966	193	20	95	10
	1988–89	121,296	103,659	85	55,360	46	602	284	47	175	29
	1989–90	127,391	109,600	86	61,862	49	510	440	86	284	56
	1990–91	127,166	110,608	87	60,370	47	616	579	94	262	43
Alaska	1979–80	5,395	3,598	67	2,692	50	87	88	101	18	21
	1980–81	4,585	3,301	72	1,884	41	103	70	68	0	0
	1981–82	4,689	3,575	76	1,772	38	86	66	77	8	9
	1982–83	4,471	3,216	72	1,510	34	93	59	63	24	26
	1983–84	4,299	3,055	71	1,297	30	91	0	0	0	0
	1984–85	4,103	3,005	73	1,056	26	114	41	36	1	1
	1985–86	4,212	3,012	72	1,267	30	89	49	55	2	2
	1986–87	4,701	3,357	71	1,279	27	39	39	100	0	0
	1987–88	4,810	3,743	78	1,415	29	226	55	24	15	7
	1988–89	6,341	4,519	71	2,048	32	32	32	100	0	0
	1989–90	5,559	4,110	74	1,580	28	29	29	100	0	0
	1990–91	5,758	3,675	64	1,099	19	26	26	100	0	0

Table C 6 (contd.)

		Public					Nonpublic				
State	Year	Participants	Reading	%	Mathematics	%	Participants	Reading	%	Mathematics	%
Arizona	1979-80	65,661	54,876	84	13,680	21	1,536	1,644	107	108	7
	1980-81	69,672	58,272	84	18,330	26	1,344	1,305	97	144	11
	1981-82	41,532	30,873	74	13,224	32	2,049	969	47	438	21
	1982-83	40,356	31,416	78	3,396	8	651	3,519	541	3	0
	1983-84	42,147	31,290	74	11,187	27	630	537	85	18	3
	1984-85	44,415	34,674	78	13,800	31	1,038	627	60	120	12
	1985-86	62,283	47,427	76	17,520	28	543	465	86	195	36
	1986-87	49,905	43,935	88	15,603	31	1,200	1,161	97	6	1
	1987-88	54,009	39,491	73	18,744	35	773	565	73	510	66
	1988-89	64,065	43,689	68	19,226	30	1,891	1,180	62	504	27
	1989-90	66,638	54,275	81	25,287	38	1990	1,500	75	368	18
	1990-91	78,898	57,488	73	31,273	40	1000	887	89	322	32
Arkansas	1979-80	83,601	46,756	56	17,013	20	970	658	68	0	0
	1980-81	81,188	42,380	52	15,993	20	1,159	681	59	22	2
	1981-82	70,893	37,413	53	14,029	20	542	542	100	75	14
	1982-83	66,605	49,850	75	24,396	37	542	542	100	70	13
	1983-84	66,549	33,735	51	12,249	18	506	319	63	118	23
	1984-85	66,286	31,904	48	12,000	18	573	342	60	60	10
	1985-86	65,653	32,984	50	11,310	17	75	62	83	6	8
	1986-87	62,108	28,952	47	9,682	16	352	183	52	6	2
	1987-88	63,053	30,866	49	8,319	13	367	388	106	77	21
	1988-89	66,943	45,255	68	30,139	45	593	465	78	187	32
	1989-90	66,474	40,077	60	27,464	41	535	256	48	319	60
	1990-91	71,344	35,281	49	24,724	35	521	185	36	205	39
California	1979-80	572,255	553,266	97	534,861	93	14,239	11,270	79	9,968	70
	1980-81	521,627	437,767	84	419,714	80	11,048	16,453	149	13,948	126
	1981-82	517,900	390,115	75	375,655	73	14,077	16,141	115	13,834	98
	1982-83	569,489	483,992	85	456,079	80	20,398	14,977	73	15,295	75
	1983-84	605,399	506,517	84	468,155	77	20,502	15,675	76	14,114	69
	1984-85	636,837	555,493	87	506,191	79	20,606	17,382	84	13,989	68
	1985-86	647,107	565,903	87	511,338	79	11,844	2,346	20	2,117	18
	1986-87	765,795	671,112	88	600,202	78	16,126	13,474	84	9,938	62
	1987-88	848,999	659,113	78	576,170	68	17,877	14,256	80	7,227	40
	1988-89	786,633	674,052	86	596,810	76	17,711	14,888	84	7,259	41
	1989-90	1,016,211	772,366	76	686,403	68	22972	19,831	86	10,369	45
	1990-91	1,062,978	819,469	77	690,706	65	29283	21,378	73	9,577	33

Table C 6 (contd.)

		Public					Nonpublic				
State	Year	Participants	Reading	%	Mathematics	%	Participants	Reading	%	Mathematics	%
Colorado	1979-80	38,952	30,369	78	11,162	29	1,032	683	66	366	35
	1980-81	37,613	29,149	77	11,385	30	1,060	788	74	362	34
	1981-82	33,563	25,543	76	9,203	27	1,868	602	32	245	13
	1982-83	32,928	26,037	79	8,471	26	799	577	72	294	37
	1983-84	33,432	25,856	77	7,326	22	981	549	56	281	29
	1984-85	37,512	30,844	82	6,534	17	662	561	85	257	39
	1985-86	38,742	28,973	75	5,819	15	354	369	104	31	9
	1986-87	35,750	25,633	72	5,417	15	338	289	86	18	5
	1987-88	36,088	24,822	69	5,556	15	276	253	92	13	5
	1988-89	37,301	27,859	75	5,674	15	313	312	100	9	3
	1989-90	36,131	26,665	74	5,528	15	441	419	95	13	3
	1990-91	36,634	28,119	77	6,692	18	565	526	93	23	4
Connecticut	1979-80	55,630	27,597	50	17,030	31	4,873	3,949	81	2,979	61
	1980-81	57,270	24,964	44	10,291	18	4,043	1,421	35	104	3
	1981-82	45,368	10,851	24	1,427	3	2,848	1,567	55	1,110	39
	1982-83	30,752	21,934	71	17,914	58	1,968	1,968	100	0	0
	1983-84	48,399	24,195	50	20,932	43	2,560	2,560	100	2,560	100
	1984-85	52,511	31,319	60	28,728	55	3,135	2,983	95	2,803	89
	1985-86	51,593	44,005	85	42,297	82	2,297	2,292	100	2,105	92
	1986-87	51,048	25,202	49	18,746	37	3,426	1,369	40	728	21
	1987-88	52,113	25,398	49	20,686	40	3,168	2,043	64	1,307	41
	1988-89	55,951	38,765	69	14,110	25	2,238	1,722	77	623	28
	1989-90	45,431	22,392	49	14,662	32	2113	1,247	59	878	42
	1990-91	46,303	24,536	53	14,714	32	2140	1,720	80	748	35
Delaware	1979-80	11,105	10,357	93	3,783	34	1,062	573	54	432	41
	1980-81	9,921	8,159	82	3,355	34	921	697	76	483	52
	1981-82	8,148	5,417	66	4,440	54	690	621	90	214	31
	1982-83	8,156	6,665	82	2,766	34	508	478	94	136	27
	1983-84	8,225	6,837	83	2,570	31	570	484	85	173	30
	1984-85	9,880	7,406	75	2,576	26	588	500	85	167	28
	1985-86	9,143	7,127	78	2,756	30	524	393	75	231	44
	1986-87	10,238	7,983	78	3,110	30	507	458	90	49	10
	1987-88	10,167	8,390	83	2,937	29	540	479	89	47	9
	1988-89	9,340	7,388	79	2,820	30	656	553	84	87	13
	1989-90	9,600	9,600	100	3,035	32	816	307	38	26	3
	1990-91	9,410	7,553	80	2,834	30	751	672	89	59	8

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Table C 6 (contd)

		Public					Nonpublic				
State	Year	Participants	Reading	%	Mathematics	%	Participants	Reading	%	Mathematics	%
District of Columbia	1979-80	15,905	9,543	60	6,362	40	981	590	60	391	40
	1980-81	17,088	10,953	64	6,135	36	944	603	64	341	36
	1981-82	13,765	7,980	58	5,785	42	875	550	63	325	37
	1982-83	14,780	10,373	70	4,407	30	809	653	81	136	17
	1983-84	12,502	8,600	69	6,400	51	573	400	70	173	30
	1984-85	15,243	14,148	93	11,599	76	565	346	61	219	39
	1985-86	15,776	13,972	89	11,165	71	437	322	74	176	40
	1986-87	15,541	14,061	90	11,360	73	440	391	89	199	45
	1987-88	15,725	15,725	100	12,380	79	540	540	100	327	61
	1988-89	12,405	12,405	100	8,916	72	480	338	70	237	49
	1989-90	12,289	12,289	100	11,386	93	633	633	100	633	100
	1990-91	13,849	13,849	100	11,870	86	587	290	49	297	51
Florida	1979-80	153,493	126,622	82	46,961	31	4,390	3,482	79	1,831	42
	1980-81	147,354	126,180	86	42,902	29	5,865	3,368	57	1,743	30
	1981-82	126,707	104,912	83	36,671	29	3,724	3,022	81	1,588	43
	1982-83	139,718	109,262	78	47,055	34	3,573	2,832	79	1,654	46
	1983-84	145,459	123,720	85	62,672	43	3,178	2,323	73	1,326	42
	1984-85	153,881	125,686	82	66,419	43	2,995	2,555	85	1,574	53
	1985-86	149,889	124,266	83	70,325	47	1,710	1,363	80	1,062	62
	1986-87	132,741	116,384	88	58,222	44	2,714	2,276	84	1,092	40
	1987-88	133,738	114,215	85	60,553	45	2,404	1,959	81	1,208	50
	1988-89	142,256	128,740	90	69,169	49	2,491	2,207	89	1,328	53
	1989-90	163,813	145,141	89	91,183	56	2452	2,003	82	1,238	50
	1990-91	171,382	127,418	74	65,004	38	2441	2,447	100	1,393	57
Georgia	1979-80	158,530	125,485	79	87,239	55	1,116	986	88	398	36
	1980-81	157,419	116,925	74	87,198	55	1,716	1,524	89	1,167	68
	1981-82	170,538	138,807	81	106,860	63	1,098	1,095	100	489	45
	1982-83	113,673	89,661	79	65,637	58	300	273	91	72	24
	1983-84	132,201	92,991	70	77,571	59	1,404	969	69	846	60
	1984-85	169,311	101,610	60	81,276	48	1,083	984	91	771	71
	1985-86	122,250	95,163	78	69,699	57	354	274	77	201	57
	1986-87	135,467	104,272	77	81,817	60	357	294	82	247	69
	1987-88	139,000	107,445	77	83,303	60	356	247	69	246	69
	1988-89	138,161	108,086	78	86,369	63	439	320	73	312	71
	1989-90	141,485	109,300	77	86,075	61	250	183	73	201	80
	1990-91	141,731	107,834	76	89,501	63	280	231	83	205	73

Table C 6 (contd.)

		Public					Nonpublic				
State	Year	Participants	Reading	%	Mathematics	%	Participants	Reading	%	Mathematics	%
Hawaii	1979-80	15,301	14,544	95	757	5	326	285	87	41	13
	1980-81	15,336	14,062	92	1,274	8	336	304	90	32	10
	1981-82	11,195	11,338	101	1,014	9	287	271	94	24	8
	1982-83	10,044	9,435	94	418	4	234	192	82	42	18
	1983-84	9,878	9,398	95	480	5	214	193	90	21	10
	1984-85	12,080	10,985	91	1,095	9	198	186	94	12	6
	1985-86	14,110	11,862	84	2,248	16	48	42	88	6	13
	1986-87	14,212	11,738	83	2,474	17	68	61	90	7	10
	1987-88	14,223	11,939	84	2,284	16	85	70	82	15	18
	1988-89	15,254	12,208	80	3,071	20	109	79	72	5	5
	1989-90	14,899	12,859	86	2,040	14	67	67	100	0	0
	1990-91	14,482	12,476	86	2,006	14	125	125	100	0	0
Idaho	1979-80	16,010	12,823	80	5,133	32	187	153	82	58	31
	1980-81	15,699	12,522	80	5,329	34	227	89	39	70	31
	1981-82	14,286	11,007	77	3,875	27	177	144	81	58	33
	1982-83	13,869	11,061	80	4,163	30	129	88	68	39	30
	1983-84	15,637	11,798	75	5,247	34	208	163	78	145	70
	1984-85	15,604	11,411	73	5,806	37	163	127	78	85	52
	1985-86	16,747	11,790	70	6,879	41	82	84	102	92	112
	1986-87	17,739	12,676	71	7,510	42	118	95	81	84	71
	1987-88	18,864	13,871	74	7,879	42	105	117	111	82	78
	1988-89	20,152	14,835	74	8,779	44	388	160	41	200	52
	1989-90	23,421	16,762	72	10,127	43	179	112	63	67	37
	1990-91	21,635	14,761	68	10,362	48	434	258	59	228	53
Illinois	1979-80	158,203	133,022	84	53,050	34	8,036	7,247	90	1,134	14
	1980-81	157,217	131,496	84	53,066	34	8,001	7,165	90	1,172	15
	1981-82	136,230	114,274	84	42,857	31	6,538	6,065	93	718	11
	1982-83	128,201	101,797	79	40,597	32	6,850	6,044	88	842	12
	1983-84	139,340	106,204	76	44,968	32	7,031	6,012	86	783	11
	1984-85	142,064	115,582	81	54,560	38	6,809	6,470	95	1,395	20
	1985-86	156,167	118,041	76	68,657	44	6,448	6,099	95	1,678	26
	1986-87	153,267	117,402	77	54,633	36	6,195	5,144	83	2,659	43
	1987-88	154,509	127,443	82	58,526	38	5,596	5,475	98	4,371	78
	1988-89	145,724	113,054	78	50,947	35	6,598	6,216	94	5,165	78
	1989-90	148,527	121,256	82	56,079	38	5787	4,403	76	3,720	64
	1990-91	153,382	127,424	83	65,498	43	5932	5,135	87	2,798	47

Table C 6 (contd)

		Public					Nonpublic				
State	Year	Participants	Reading	%	Mathematics	%	Participants	Reading	%	Mathematics	%
Indiana	1979-80	100,769	90,857	90	26,006	26	3,655	3,080	84	1,231	34
	1980-81	88,787	77,145	87	19,906	22	3,093	2,579	83	1,076	35
	1981-82	85,028	70,036	82	18,059	21	3,391	2,800	83	903	27
	1982-83	89,038	75,317	85	25,539	28	3,889	2,954	76	1,605	41
	1983-84	92,608	80,439	87	28,107	30	3,268	2,907	89	1,257	38
	1984-85	96,726	83,642	86	27,933	29	3,659	3,101	85	1,144	31
	1985-86	105,491	87,770	83	33,326	32	1,502	1,306	87	439	29
	1986-87	100,058	83,250	83	31,763	32	2,144	1,772	83	734	34
	1987-88	98,034	81,124	83	33,360	34	2,100	1,810	86	930	44
	1988-89	98,090	84,959	87	32,411	33	2,106	1,835	87	844	40
	1989-90	91,258	78,703	86	30,087	33	2369	1,770	82	906	42
	1990-91	85,598	74,112	87	27,887	33	1715	1,394	81	762	44
Iowa	1979-80	42,688	36,529	86	8,021	19	3,919	3,527	90	573	15
	1980-81	40,043	34,048	85	8,177	20	3,675	3,339	91	513	14
	1981-82	36,808	31,650	86	7,198	20	3,319	3,002	90	539	16
	1982-83	36,956	31,347	85	15,309	41	3,269	3,243	99	1,079	33
	1983-84	27,288	22,863	84	5,506	20	2,153	1,812	84	598	28
	1984-85	23,984	23,420	98	5,700	24	2,303	2,303	100	447	19
	1985-86	23,516	22,814	97	5,415	23	1,944	1,944	100	318	16
	1986-87	34,253	27,121	79	6,630	19	2,386	2,086	88	298	13
	1987-88	38,723	30,451	79	8,272	21	2,327	2,092	90	235	10
	1988-89	37,605	30,462	81	7,757	21	2,259	2,021	89	238	11
	1989-90	36,457	29,064	80	7,393	20	2343	2,052	88	291	12
	1990-91	35,817	28,358	79	7,459	21	2185	1,904	87	281	13
Kansas	1979-80	38,741	28,687	74	13,383	35	2,143	1,544	72	821	38
	1980-81	40,309	28,913	72	14,549	36	1,935	1,351	70	747	39
	1981-82	38,439	28,465	74	13,733	36	1,848	1,305	71	741	40
	1982-83	36,936	25,799	70	12,484	34	1,557	882	57	503	32
	1983-84	33,885	22,902	68	11,581	34	1,320	898	68	593	45
	1984-85	37,290	23,684	64	13,419	36	1,303	762	58	554	43
	1985-86	34,920	23,162	66	12,137	35	586	435	74	187	32
	1986-87	33,444	21,825	65	11,324	34	762	470	62	290	38
	1987-88	34,224	21,794	64	11,768	34	784	532	68	315	40
	1988-89	32,986	21,568	65	11,202	34	703	593	84	284	40
	1989-90	33,483	21,254	63	11,575	35	690	641	93	306	44
	1990-91	32,762	22,905	70	10,594	32	727	541	74	353	49

Table C 6 (contd)

		Public					Nonpublic				
State	Year	Participants	Reading	%	Mathematics	%	Participants	Reading	%	Mathematics	%
Kentucky	1979-80	111,914	97,344	87	26,575	24	2,967	2,720	92	187	6
	1980-81	110,650	96,650	87	28,702	26	3,156	2,733	87	174	6
	1981-82	104,355	91,102	87	27,533	26	2,848	2,266	80	242	8
	1982-83	100,129	88,441	88	22,971	23	2,496	2,162	87	184	7
	1983-84	95,589	83,919	88	21,586	23	2,625	2,457	94	170	6
	1984-85	101,204	88,170	87	23,562	23	3,036	2,103	69	187	6
	1985-86	99,166	87,103	88	23,746	24	2,326	1,413	61	145	6
	1986-87	90,153	79,625	88	20,846	23	2,014	1,336	66	73	4
	1987-88	86,563	77,185	89	20,600	24	1,803	1,308	73	111	6
	1988-89	88,324	78,989	89	21,467	24	1,540	1,184	77	89	6
	1989-90	97,371	85,868	88	28,527	29	1472	1,242	84	108	7
	1990-91	95,408	79,916	84	27,128	28	1372	1,292	94	126	9
Louisiana	1979-80	155,781	100,261	64	69,609	45	7,327	4,560	62	2,406	33
	1980-81	134,285	75,187	56	48,818	36	7,577	3,438	45	2,001	26
	1981-82	103,405	81,201	79	48,775	47	5,676	5,089	90	2,389	42
	1982-83	95,701	65,050	68	37,444	39	5,342	4,536	85	1,982	37
	1983-84	93,646	74,366	79	44,613	48	5,263	4,460	85	2,560	49
	1984-85	103,556	75,624	73	43,085	42	6,016	4,848	81	2,391	40
	1985-86	106,559	82,780	78	49,246	46	1,706	3,059	179	1,285	75
	1986-87	103,755	65,592	63	38,709	37	2,709	2,284	84	1,280	47
	1987-88	104,033	77,682	75	46,493	45	3,503	3,157	90	1,118	32
	1988-89	105,182	79,526	76	46,885	45	2,381	1,930	81	1,005	42
	1989-90	97,514	95,081	98	38,484	39	3009	2,489	83	1,347	45
	1990-91	103,513	95,183	92	38,452	37	3388	2,792	82	1,078	32
Maine	1979-80	25,642	20,046	78	9,132	36	838	836	100	386	46
	1980-81	22,153	19,712	89	9,233	42	833	609	73	285	34
	1981-82	21,936	17,797	81	8,510	39	638	489	77	234	37
	1982-83	21,829	17,644	81	8,138	37	745	602	81	278	37
	1983-84	21,494	16,169	75	6,553	30	783	783	100	783	100
	1984-85	23,941	18,729	78	9,199	38	666	531	80	138	21
	1985-86	21,561	16,406	76	8,108	38	192	15	8	18	9
	1986-87	25,701	20,739	81	10,040	39	305	219	72	117	38
	1987-88	24,183	18,503	77	8,299	34	303	237	78	114	38
	1988-89	26,468	20,575	78	10,886	41	330	198	60	119	36
	1989-90	25,277	19,795	78	9,601	38	313	224	72	130	42
	1990-91	26,025	20,341	78	10,238	39	247	149	60	65	26

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Table C 6 (contd.)

State	Year	Public					Nonpublic				
		Participants	Reading	%	Mathematics	%	Participants	Reading	%	Mathematics	%
Maryland	1979-80	60,803	51,653	85	35,015	58	2,481	1,972	79	1,554	63
	1980-81	66,713	49,386	74	43,075	65	2,559	1,772	69	1,636	64
	1981-82	56,844	48,098	85	30,345	53	2,735	1,799	66	1,126	41
	1982-83	54,840	45,649	83	32,360	59	1,197	1,062	89	543	45
	1983-84	56,972	46,228	81	30,683	54	1,166	881	76	479	41
	1984-85	66,168	50,624	77	34,409	52	1,839	1,058	58	678	37
	1985-86	70,100	57,633	82	46,788	67	752	616	82	377	50
	1986-87	55,687	45,469	82	32,785	59	2,020	1,380	68	1,072	53
	1987-88	58,580	48,614	83	34,321	59	2,376	1,890	80	1,661	70
	1988-89	72,998	63,219	87	48,629	67	3,142	1,900	60	1,851	59
	1989-90	63,797	53,442	84	40,822	64	3110	910	29	592	19
	1990-91	65,794	57,779	88	43,825	67	3048	2,422	79	2,362	77
Massachusetts	1979-80	73,398	52,827	72	21,165	29	8,181	6,042	74	1,830	22
	1980-81	83,905	66,009	79	18,734	22	9,648	8,501	88	2,132	22
	1981-82	73,403	53,883	73	23,950	33	7,903	6,687	85	1,209	15
	1982-83	65,296	49,410	76	16,694	26	7,205	6,042	84	991	14
	1983-84	88,827	66,886	75	21,672	24	9,207	7,447	81	1,400	15
	1984-85	81,799	48,117	59	25,074	31	6,819	5,032	74	1,322	19
	1985-86	81,207	44,888	55	22,699	28	3,615	2,051	57	639	18
	1986-87	74,963	42,022	56	23,021	31	4,392	3,048	69	721	16
	1987-88	73,146	39,365	54	20,106	27	4,684	2,526	54	1,351	29
	1988-89	70,412	37,550	53	24,209	34	4,086	2,580	63	879	22
	1989-90	70,655	34,976	50	21,726	31	4420	2,525	57	1,248	28
	1990-91	70,584	29,717	42	21,396	30	4415	2,460	56	1,627	37
Michigan	1979-80	164,631	147,819	90	92,943	56	4,818	4,026	84	1,989	41
	1980-81	153,930	136,062	88	75,264	49	5,115	4,362	85	1,524	30
	1981-82	138,603	122,790	89	71,193	51	4,668	4,167	89	2,091	45
	1982-83	126,037	112,903	90	61,742	49	2,871	2,664	93	784	27
	1983-84	134,711	110,358	82	56,750	42	4,179	3,809	91	1,166	28
	1984-85	137,584	122,259	89	74,317	54	3,813	3,434	90	964	25
	1985-86	152,556	130,498	86	80,159	53	3,187	2,714	85	1,094	34
	1986-87	142,689	115,996	81	61,947	43	2,812	2,579	92	869	31
	1987-88	146,494	118,707	81	64,370	44	2,651	2,374	90	1,146	43
	1988-89	147,794	120,931	82	63,520	43	2,771	2,077	75	1,243	45
	1989-90	140,247	112,999	81	62,289	44	2814	2,400	85	1,470	52
	1990-91	156,575	126,106	81	67,899	43	2930	2,377	88	1,486	51

Table C 6 (contd.)

State	Year	Public					Nonpublic				
		Participants	Reading	%	Mathematics	%	Participants	Reading	%	Mathematics	%
[illegible]	1979-80	65,308	51,788	79	45,716	70	6,919	6,093	88	5,291	76
	1980-81	56,713	47,056	83	37,408	66	5,987	5,034	84	3,883	65
	1981-82	52,048	41,846	80	35,332	68	5,670	4,836	85	3,967	70
	1982-83	50,147	40,041	80	33,892	68	5,388	4,376	81	3,652	68
	1983-84	49,091	38,154	78	30,681	62	5,294	4,266	81	3,442	65
	1984-85	54,067	44,685	83	37,284	69	5,302	4,345	82	3,676	69
	1985-86	53,355	42,271	79	34,571	65	3,023	2,437	81	1,905	63
	1986-87	56,330	40,394	72	32,526	58	2,843	2,295	81	1,830	64
	1987-88	58,231	42,525	73	35,980	62	2,771	2,191	79	1,760	64
	1988-89	59,559	45,751	77	39,207	66	2,690	2,060	77	1,599	59
	1989-90	59,264	45,753	77	36,175	61	2898	2,207	76	1,664	57
	1990-91	65,940	49,933	76	40,932	62	3267	2,416	74	1,358	42
Mississippi	1979-80	129,902	103,336	80	67,521	52	1,909	1,578	83	952	50
	1980-81	129,604	98,348	76	66,580	51	1,804	1,517	84	709	39
	1981-82	117,934	80,906	69	55,844	47	1,732	903	52	884	51
	1982-83	112,612	81,595	72	51,871	46	1,773	1,160	65	798	45
	1983-84	98,231	67,662	69	44,465	45	1,840	1,178	64	696	38
	1984-85	99,270	59,795	60	49,905	50	1,996	1,173	59	1,019	51
	1985-86	92,343	51,462	56	44,778	48	617	151	24	326	53
	1986-87	92,996	57,279	62	52,257	56	1,687	977	58	1,018	60
	1987-88	99,338	60,657	61	55,045	55	1,784	973	55	1,137	64
	1988-89	102,357	66,133	65	60,562	59	1,833	1,135	62	1,251	68
	1989-90	121,119	70,312	58	71,024	59	1983	1,209	61	1,316	66
	1990-91	143,087	88,996	62	82,414	58	1590	1,038	65	979	62
Missouri	1979-80	87,216	54,005	62	30,875	35	192	165	86	65	34
	1980-81	95,286	61,754	65	33,707	35	201	109	54	62	31
	1981-82	86,334	57,928	67	30,800	36	208	113	54	71	34
	1982-83	85,689	56,710	66	30,910	36	260	151	58	48	18
	1983-84	83,299	56,297	68	29,984	36	3,965	2,387	60	1,511	38
	1984-85	77,351	50,458	65	27,934	36	4,021	2,411	60	1,438	36
	1985-86	71,023	47,265	67	26,501	37	3,004	1,967	65	1,036	34
	1986-87	71,496	46,018	64	25,165	35	2,833	1,880	66	832	29
	1987-88	79,563	42,543	53	22,226	28	3,214	2,153	67	1,008	31
	1988-89	64,211	46,092	72	22,560	35	3,662	196	5	116	3
	1989-90	68,046	44,998	66	22,483	33	3389	2,613	77	929	27
	1990-91	76,905	46,948	61	21,662	28	3,666	2,746	75	1,162	32

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Table C 6 (contd.)

		Public					Nonpublic				
State	Year	Participants	Reading	%	Mathematics	%	Participants	Reading	%	Mathematics	%
Montana	1979-80	12,557	10,610	84	4,081	32	434	292	67	112	26
	1980-81	13,504	8,735	65	4,996	37	450	357	79	249	55
	1981-82	11,765	8,405	71	4,616	39	459	307	67	219	48
	1982-83	11,135	7,486	67	4,605	41	442	306	69	204	46
	1983-84	11,338	8,114	72	4,623	41	426	359	84	174	41
	1984-85	12,345	8,436	68	4,607	37	268	192	72	156	58
	1985-86	13,103	8,492	65	5,510	42	239	141	59	157	66
	1986-87	13,665	8,136	60	6,035	44	191	143	75	150	79
	1987-88	12,379	7,588	61	5,929	48	177	93	53	91	51
	1988-89	13,401	8,536	64	6,610	49	186	87	47	79	42
	1989-90	13,503	7,808	58	6,157	46	173	103	60	99	57
	1990-91	12,791	7,748	61	6,079	48	174	100	57	89	51
Nebraska	1979-80	26,201	19,777	75	9,080	35	2,905	2,409	83	817	28
	1980-81	23,748	18,441	78	9,483	40	2,555	2,171	85	1,012	40
	1981-82	26,783	19,657	73	9,341	35	3,064	1,082	35	476	16
	1982-83	19,366	15,542	80	7,256	37	2,046	1,862	91	738	36
	1983-84	19,958	16,537	83	6,794	34	2,218	1,777	80	910	41
	1984-85	18,579	14,790	80	7,199	39	1,552	1,162	75	548	35
	1985-86	24,060	15,130	63	7,504	31	911	636	70	267	29
	1986-87	25,231	16,945	67	7,853	31	1,422	860	60	522	37
	1987-88	25,131	16,892	67	7,897	31	1,281	812	63	417	33
	1988-89	26,175	17,983	69	7,944	30	1,580	946	60	623	39
	1989-90	25,820	17,101	66	7,956	31	1480	880	59	580	39
	1990-91	25,077	16,429	66	7,995	32	1388	856	62	526	38
Nevada	1979-80	5,891	4,846	82	3,270	56	87	34	39	43	49
	1980-81	5,490	2,597	47	2,996	55	98	50	51	52	53
	1981-82	6,692	3,566	53	3,827	57	118	56	47	38	32
	1982-83	7,020	1,941	28	3,655	52	61	27	44	36	59
	1983-84	7,827	2,874	37	4,704	60	91	31	34	52	57
	1984-85	8,479	3,581	42	4,033	48	113	48	42	69	61
	1985-86	9,353	5,248	56	5,181	55	39	10	26	37	95
	1986-87	8,000	6,513	81	2,213	28	143	96	67	98	69
	1987-88	9,228	6,762	73	1,940	21	77	48	62	48	62
	1988-89	10,640	9,632	91	1,788	17	68	63	93	0	0
	1989-90	9,349	5,677	61	1,038	11	73	67	92	0	0
	1990-91	9,574	4,853	51	1,976	21	90	83	92	3	3

Table C 6 (contd.)

State	Year	Public					Nonpublic				
		Participants	Reading	%	Mathematics	%	Participants	Reading	%	Mathematics	%
New Hampshire	1979-80	7,855	6,043	77	809	10	479	380	79	43	9
	1980-81	9,046	6,777	75	896	10	520	424	82	48	9
	1981-82	6,687	4,420	66	572	9	399	228	57	54	14
	1982-83	7,481	6,041	81	877	12	395	251	64	42	11
	1983-84	8,544	6,762	79	1,494	17	428	316	74	64	15
	1984-85	9,687	7,876	81	1,986	21	547	339	62	107	20
	1985-86	11,429	8,248	72	2,555	22	411	205	50	34	8
	1986-87	9,759	7,698	79	2,437	25	301	301	100	67	22
	1987-88	11,445	8,797	77	2,938	26	338	205	61	22	7
	1988-89	11,153	7,966	71	2,648	24	190	167	88	23	12
	1989-90	12,040	8,418	70	2,846	24	229	173	76	34	15
	1990-91	12,678	8,973	71	3,187	25	195	153	78	37	19
New Jersey	1979-80	108,925	64,315	59	45,065	41	12,454	8,263	66	5,126	41
	1980-81	115,545	78,133	68	53,711	46	12,429	8,983	72	5,747	46
	1981-82	122,785	82,628	67	64,611	53	10,981	7,479	68	4,711	43
	1982-83	138,088	106,258	77	92,899	67	10,956	8,431	77	6,831	62
	1983-84	132,201	104,044	79	88,417	67	9,809	7,815	80	6,015	61
	1984-85	148,538	114,794	77	97,841	66	11,962	9,959	83	7,676	64
	1985-86	158,842	125,035	79	101,207	64	7,364	5,634	77	4,576	62
	1986-87	176,489	144,575	82	119,585	68	6,819	5,469	80	4,443	65
	1987-88	184,845	130,418	71	123,257	67	6,367	4,954	78	3,706	58
	1988-89	166,474	124,827	75	114,672	69	6,649	4,601	69	4,060	61
	1989-90	166,471	125,457	75	114,536	69	6206	4,518	73	4,104	66
	1990-91	167,368	102,881	61	101,961	61	7361	4,388	60	4,455	61
New Mexico	1979-80	31,012	16,741	54	6,091	20	1,373	948	69	248	18
	1980-81	32,343	15,537	48	6,592	20	1,302	845	65	98	8
	1981-82	28,748	15,539	54	5,452	19	1,314	766	58	157	12
	1982-83	26,414	13,715	52	3,545	13	1,241	550	44	135	11
	1983-84	27,074	12,791	47	3,883	14	1,122	561	50	194	17
	1984-85	28,114	13,779	49	3,452	12	1,224	459	38	108	9
	1985-86	30,838	17,037	55	3,167	10	877	546	62	21	2
	1986-87	28,036	11,945	43	4,501	16	1,070	665	62	205	19
	1987-88	29,821	12,384	42	4,721	16	1,344	770	57	189	14
	1988-89	30,277	14,138	47	3,702	12	797	440	55	98	12
	1989-90	32,512	12,779	39	3,916	12	849	340	40	182	21
	1990-91	37,154	14,740	40	5,483	15	896	401	45	186	21

Table C 6 (contd)

		Public					Nonpublic				
State	Year	Participants	Reading	%	Mathematics	%	Participants	Reading	%	Mathematics	%
New York	1979-80	320,885	260,053	81	109,923	34	26,816	25,941	97	13,500	50
	1980-81	329,780	189,319	57	82,380	25	55,580	40,120	72	21,027	38
	1981-82	328,030	187,469	57	80,120	24	38,767	38,100	98	19,320	50
	1982-83	261,062	190,433	73	91,840	35	37,590	25,807	69	14,265	38
	1983-84	301,750	239,056	79	108,417	36	41,931	27,955	67	15,168	36
	1984-85	335,153	230,238	69	117,058	35	39,663	26,831	68	15,647	39
	1985-86	311,118	225,944	73	88,490	28	31,520	21,041	67	11,038	35
	1986-87	301,175	210,539	70	89,674	30	20,319	13,714	67	7,956	39
	1987-88	323,950	122,514	38	84,786	26	21,071	5,895	28	8,223	39
	1988-89	330,299	112,442	34	93,384	28	22,113	4,927	22	8,845	40
	1989-90	326,739	116,888	36	100,107	31	30188	14,065	47	11,243	37
	1990-91	364,178	255,649	70	104,284	29	27382	17,472	64	11,668	43
North Carolina	1979-80	148,821	130,011	87	28,220	19	726	528	73	119	16
	1980-81	144,649	122,174	84	31,852	22	683	532	78	167	24
	1981-82	135,456	111,409	82	30,734	23	572	2,182	381	142	25
	1982-83	133,372	107,913	81	32,498	24	517	403	78	105	20
	1983-84	131,588	119,109	91	35,667	27	492	448	91	145	29
	1984-85	129,041	104,643	81	31,633	25	454	307	68	153	34
	1985-86	124,908	123,070	99	32,537	26	447	328	73	119	27
	1986-87	113,511	97,801	86	26,792	24	372	292	78	84	23
	1987-88	113,567	93,032	82	27,532	24	478	409	86	292	61
	1988-89	116,759	98,127	84	26,792	23	434	323	74	162	37
	1989-90	113,761	89,214	78	24,898	22	366	292	80	199	54
	1990-91	114,528	95,146	83	26,513	23	298	268	90	72	24
North Dakota	1979-80	9,703	7,663	79	2,784	29	536	509	95	100	19
	1980-81	9,522	7,535	79	2,438	26	463	389	84	115	25
	1981-82	7,018	5,535	79	2,249	32	347	265	76	104	30
	1982-83	9,962	8,175	82	2,424	24	518	415	80	92	18
	1983-84	8,452	6,929	82	2,322	27	484	423	87	73	15
	1984-85	8,640	7,115	82	2,505	29	491	380	77	110	22
	1985-86	8,804	7,214	82	2,476	28	308	279	91	62	20
	1986-87	8,816	7,081	80	2,814	32	315	269	85	87	28
	1987-88	9,110	7,298	80	2,875	32	300	251	84	74	25
	1988-89	10,004	7,845	78	3,263	33	282	227	80	75	27
	1989-90	9,800	7,525	77	3,061	31	336	242	72	88	26
	1990-91	9,681	7,881	81	3,270	34	297	230	77	102	34

Table C 6 (contd)

State	Year	Public					Nonpublic				
		Participants	Reading	%	Mathematics	%	Participants	Reading	%	Mathematics	%
Ohio	1979-80	138,214	121,123	88	13,441	10	6,040	5,167	85	958	16
	1980-81	135,895	120,048	88	13,832	10	7,861	5,538	70	1,330	17
	1981-82	119,042	105,274	88	10,419	9	7,332	5,183	71	1,042	14
	1982-83	114,124	101,015	89	9,467	8	5,516	4,631	84	1,209	22
	1983-84	126,552	113,387	90	14,260	11	5,830	4,891	84	1,469	25
	1984-85	133,646	117,982	88	15,220	11	5,925	5,189	88	1,281	22
	1985-86	130,924	115,440	88	14,389	11	5,737	4,693	82	1,176	20
	1986-87	122,692	109,834	90	12,850	10	7,997	4,693	59	1,620	20
	1987-88	129,680	112,169	86	14,758	11	6,012	4,627	77	1,307	22
	1988-89	130,639	116,758	89	16,600	13	5,823	4,858	83	1,410	24
	1989-90	128,342	112,729	88	17,047	13	6124	4,743	77	1,483	24
	1990-91	139,521	122,532	88	19,603	14	6904	6,280	91	837	12
Oklahoma	1979-80	79,175	57,698	73	26,819	34	273	252	92	81	30
	1980-81	80,231	53,625	67	26,911	34	343	294	86	125	36
	1981-82	68,834	49,464	72	25,226	37	260	221	85	98	38
	1982-83	61,387	44,519	73	20,420	33	312	236	76	319	102
	1983-84	59,896	40,550	68	18,730	31	228	212	93	119	52
	1984-85	62,604	42,565	68	22,459	36	358	215	60	175	49
	1985-86	61,868	42,537	69	20,842	34	213	170	80	123	58
	1986-87	58,371	41,553	71	19,628	34	204	167	82	101	50
	1987-88	57,407	40,650	71	20,439	36	170	144	85	73	43
	1988-89	59,627	40,967	69	21,301	36	175	144	82	128	73
	1989-90	58,427	34,211	59	18,993	33	310	208	67	206	66
	1990-91	56,750	32,266	57	18,633	33	281	64	23	160	57
Oregon	1979-80	46,476	37,661	81	14,673	32	850	680	80	164	19
	1980-81	30,545	25,068	82	11,299	37	545	467	86	148	27
	1981-82	29,212	24,603	84	9,276	32	606	501	83	145	24
	1982-83	35,497	28,944	82	11,509	32	840	825	98	335	40
	1983-84	34,616	29,164	84	11,197	32	580	475	82	186	32
	1984-85	36,968	29,745	80	11,479	31	620	537	87	200	32
	1985-86	42,148	32,888	78	11,871	28	538	368	68	125	23
	1986-87	42,096	31,610	75	12,227	29	513	482	94	160	31
	1987-88	44,096	34,243	78	14,052	32	381	292	77	91	24
	1988-89	40,411	31,414	78	10,583	26	473	293	62	0	0
	1989-90	44,233	35,293	80	13,778	31	476	411	86	251	53
	1990-91	43,903	34,837	79	12,851	29	373	308	83	126	34

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Table C 6 (contd)

State	Year	Public					Nonpublic				
		Participants	Reading	%	Mathematics	%	Participants	Reading	%	Mathematics	%
Pennsylvania	1979-80	242,703	206,970	85	105,905	44	25,947	24,419	94	4,508	17
	1980-81	240,451	208,324	87	103,334	43	24,959	22,347	90	4,064	16
	1981-82	218,418	194,014	89	96,069	44	22,399	19,861	89	3,461	15
	1982-83	204,818	184,438	90	88,748	43	22,236	19,423	87	3,677	17
	1983-84	204,544	199,421	97	88,266	43	21,656	18,639	86	7,708	36
	1984-85	206,769	174,393	84	66,543	32	21,564	18,577	86	7,970	37
	1985-86	199,845	181,932	91	77,167	39	17,749	14,935	84	5,066	29
	1986-87	198,155	173,828	88	63,779	32	13,697	11,593	85	3,773	28
	1987-88	209,346	163,839	78	61,026	29	16,415	13,469	82	6,423	39
	1988-89	212,355	164,460	77	63,016	30	16,342	13,197	81	8,421	52
	1989-90	197,326	159,398	81	65,447	33	17100	13,805	81	7,472	44
	1990-91	202,883	160,482	79	69,161	34	17889	14,057	79	8,154	46
Rhode Island	1979-80	17,824	7,772	44	2,708	15	921	584	63	288	31
	1980-81	16,073	8,607	54	2,469	15	1,138	673	59	286	25
	1981-82	12,076	9,670	80	2,279	19	906	520	57	150	17
	1982-83	11,196	8,513	76	1,682	15	849	610	72	141	17
	1983-84	11,939	9,066	76	1,791	15	928	650	70	150	16
	1984-85	12,720	9,359	74	2,178	17	723	460	64	182	25
	1985-86	12,285	9,240	75	1,940	16	520	325	63	88	17
	1986-87	13,212	10,370	78	1,548	12	443	334	75	86	19
	1987-88	14,838	11,673	79	1,885	13	420	266	63	96	23
	1988-89	14,545	11,061	76	2,238	15	398	278	70	73	18
	1989-90	14,052	10,261	73	2,398	17	320	185	58	99	31
	1990-91	14,538	11,943	82	2,495	17	741	679	92	37	5
South Carolina	1979-80	97,363	62,299	64	40,875	42	597	286	48	194	32
	1980-81	90,471	56,922	63	40,359	45	637	283	44	242	38
	1981-82	71,439	41,944	59	32,990	46	571	239	42	243	43
	1982-83	61,528	35,981	58	29,560	48	533	237	44	225	42
	1983-84	57,581	34,120	59	28,161	49	444	170	38	182	41
	1984-85	51,527	31,179	61	25,135	49	295	145	49	139	47
	1985-86	52,588	30,766	59	26,683	51	97	76	78	68	70
	1986-87	51,285	29,197	57	25,153	49	89	59	66	58	65
	1987-88	53,677	34,391	64	26,609	50	130	105	81	101	78
	1988-89	55,880	35,233	63	27,216	49	113	92	81	77	68
	1989-90	57,300	37,470	65	28,727	50	237	162	68	142	60
	1990-91	60,636	40,763	67	32,277	53	179	121	68	102	57

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Table C.6 (contd.)

State	Year	Public					Nonpublic				
		Participants	Reading	%	Mathematics	%	Participants	Reading	%	Mathematics	%
South Dakota	1979-80	14,373	10,952	76	8,553	60	899	492	55	377	42
	1980-81	14,030	11,036	79	7,660	55	756	427	56	291	38
	1981-82	13,016	10,223	79	7,029	54	800	526	66	364	46
	1982-83	12,070	9,215	76	6,434	53	670	477	71	319	48
	1983-84	11,921	9,114	76	6,517	55	819	514	63	335	41
	1984-85	12,077	9,223	76	6,571	54	800	513	64	310	39
	1985-86	12,350	9,566	77	7,126	58	652	368	56	242	37
	1986-87	12,312	9,239	75	6,943	56	494	367	74	197	40
	1987-88	12,791	9,346	73	7,535	59	480	289	60	196	41
	1988-89	12,776	9,911	78	7,512	59	391	305	78	201	51
	1989-90	13,780	10,273	75	7,803	57	474	247	52	157	33
	1990-91	12,814	9,731	76	7,657	60	347	257	74	185	53
Tennessee	1979-80	150,306	110,478	74	58,332	39	933	528	57	405	43
	1980-81	101,295	79,395	78	42,615	42	726	480	66	246	34
	1981-82	88,794	67,560	76	34,221	39	48	39	81	21	44
	1982-83	137,223	104,346	76	60,735	44	822	537	65	327	40
	1983-84	91,377	63,531	70	28,344	31	600	423	71	177	30
	1984-85	99,144	77,069	78	42,159	43	460	287	62	225	49
	1985-86	103,135	77,689	75	46,204	45	193	169	88	161	83
	1986-87	102,121	75,928	74	42,825	42	390	329	84	332	85
	1987-88	101,062	74,762	74	43,973	44	894	594	66	593	66
	1988-89	97,084	72,040	74	44,276	46	558	446	80	475	85
	1989-90	106,274	83,597	79	52,406	49	419	210	50	215	51
	1990-91	116,881	88,424	76	60,140	51	420	341	81	265	63
Texas	1979-80	415,815	317,867	76	180,653	43	5,185	4,203	81	1,823	35
	1980-81	410,372	290,092	71	125,168	31	5,613	2,327	41	1,020	18
	1981-82	345,214	237,312	69	93,248	27	5,636	6,008	107	2,465	44
	1982-83	309,292	212,588	69	83,533	27	6,549	6,981	107	2,864	44
	1983-84	301,451	217,937	72	82,478	27	4,779	3,617	76	1,130	24
	1984-85	292,726	204,789	70	70,902	24	5,022	3,897	78	827	16
	1985-86	362,695	253,173	70	92,188	25	2,883	2,035	71	792	27
	1986-87	345,147	255,129	74	107,089	31	9,472	3,462	37	1,075	11
	1987-88	376,780	307,122	82	113,108	30	4,183	3,441	82	2,140	51
	1988-89	406,613	313,665	77	124,202	31	4,125	3,445	84	1,871	45
	1989-90	406,560	317,261	78	123,590	30	4429	3,789	86	2,356	53
	1990-91	392,385	312,708	80	144,780	37	4012	3,386	84	2,512	63

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Table C.6 (contd.)

State	Year	Public					Nonpublic				
		Participants	Reading	%	Mathematics	%	Participants	Reading	%	Mathematics	%
Utah	1979-80	21,511	18,972	88	10,174	47	178	169	95	51	29
	1980-81	18,903	16,033	85	7,294	39	50	38	76	18	36
	1981-82	17,862	14,257	80	5,704	32	112	55	49	46	41
	1982-83	16,770	14,361	86	5,158	31	69	20	29	0	0
	1983-84	19,053	15,706	82	6,065	32	66	58	88	35	53
	1984-85	22,759	19,719	87	7,509	33	94	94	100	64	68
	1985-86	24,378	20,933	86	8,767	36	116	105	91	100	86
	1986-87	21,971	17,862	81	8,293	38	91	86	95	85	93
	1987-88	25,242	19,992	79	10,326	41	33	30	91	27	82
	1988-89	28,456	22,779	80	12,321	43	24	18	75	24	100
	1989-90	29,387	23,691	81	13,269	45	31	27	87	31	100
	1990-91	31,135	24,822	80	14,355	46	117	117	100	61	52
Vermont	1979-80	10,462	7,402	71	2,941	28	421	262	62	32	8
	1980-81	10,307	7,634	74	2,717	26	358	333	93	21	6
	1981-82	8,376	6,643	79	1,956	23	388	296	76	20	5
	1982-83	7,574	5,755	76	1,871	25	309	235	76	3	1
	1983-84	8,387	6,388	76	2,389	28	342	193	56	16	5
	1984-85	9,191	6,812	74	2,948	32	328	218	66	36	11
	1985-86	9,610	7,235	75	3,183	33	231	155	67	11	5
	1986-87	8,975	6,545	73	2,865	32	234	96	41	18	8
	1987-88	9,625	6,978	72	3,013	31	203	100	49	8	4
	1988-89	9,961	7,040	71	3,156	32	103	92	89	26	25
	1989-90	9,888	7,222	73	3,152	32	128	128	100	56	44
	1990-91	9,886	7,860	80	3,264	33	131	95	73	47	36
Virginia	1979-80	111,772	86,377	77	51,147	46	9	9	100	0	0
	1980-81	104,111	80,681	77	47,355	45	46	8	17	1	2
	1981-82	88,805	68,053	77	36,613	41	16	963	6,019	451	2,819
	1982-83	83,389	65,037	78	36,279	44	0	0	0	0	0
	1983-84	82,547	62,646	76	34,299	42	552	397	72	300	54
	1984-85	82,788	61,762	75	32,362	39	600	337	56	263	44
	1985-86	76,598	54,620	71	29,266	38	705	412	58	282	40
	1986-87	73,020	54,068	74	28,507	39	568	415	73	241	42
	1987-88	72,197	57,337	79	24,278	34	613	423	69	277	45
	1988-89	64,186	49,928	78	21,667	34	611	435	71	284	46
	1989-90	69,558	52,950	76	23,057	33	615	442	72	297	48
	1990-91	71,402	54,116	76	23,596	33	606	451	74	277	46

Table C.6 (contd.)

		Public					Nonpublic				
State	Year	Participants	Reading	%	Mathematics	%	Participants	Reading	%	Mathematics	%
Washington	1979-80	59,767	45,527	76	16,125	27	1,291	990	77	409	32
	1980-81	60,292	46,547	77	16,622	28	1,026	772	75	414	40
	1981-82	55,229	43,502	79	15,569	28	981	752	77	377	38
	1982-83	58,312	45,858	79	15,071	26	934	754	81	237	25
	1983-84	59,562	45,624	77	16,249	27	990	790	80	404	41
	1984-85	59,734	44,712	75	16,245	27	1,088	818	75	518	48
	1985-86	64,917	46,209	71	16,183	25	350	304	87	104	30
	1986-87	61,794	43,236	70	14,150	23	668	620	93	316	47
	1987-88	63,285	43,915	69	14,243	23	806	593	74	420	52
	1988-89	61,184	44,119	72	15,268	25	926	681	74	589	64
	1989-90	59,173	45,324	77	15,444	26	1103	697	63	452	41
	1990-91	58,466	43,358	74	14,277	24	911	664	73	228	25
West Virginia	1979-80	43,370	36,953	85	13,971	32	412	373	91	66	16
	1980-81	41,141	34,766	85	14,654	36	367	335	91	49	13
	1981-82	40,564	29,291	72	14,249	35	320	305	95	68	21
	1982-83	31,912	25,237	79	12,364	39	235	235	100	80	34
	1983-84	31,305	24,661	79	12,325	39	213	210	99	68	32
	1984-85	33,100	25,279	76	11,771	36	284	274	96	56	20
	1985-86	33,467	25,974	78	11,940	36	147	0	0	0	0
	1986-87	31,528	23,420	74	12,695	40	202	194	96	30	15
	1987-88	32,172	25,180	78	13,678	43	160	0	0	0	0
	1988-89	32,655	25,371	78	11,833	36	147	147	100	90	61
	1989-90	32,885	25,443	77	12,909	39	188	150	80	94	50
	1990-91	36,126	28,383	79	16,872	47	160	160	100	132	83
Wisconsin	1979-80	67,439	32,627	48	21,818	32	4,226	1,855	44	1,766	42
	1980-81	67,107	18,616	28	23,577	35	4,055	1,478	36	1,695	42
	1981-82	60,693	18,413	30	21,891	36	3,704	1,314	35	1,493	40
	1982-83	52,926	26,888	51	16,260	31	4,382	914	21	510	12
	1983-84	60,257	29,102	48	20,611	34	4,018	1,749	44	1,202	30
	1984-85	60,238	35,489	59	21,759	36	3,090	1,715	56	1,048	34
	1985-86	65,950	30,720	47	23,739	36	3,458	1,899	55	936	27
	1986-87	63,633	31,897	50	26,853	42	2,926	1,848	63	945	32
	1987-88	63,050	29,921	47	21,536	34	2,920	1,726	59	927	32
	1988-89	63,300	33,964	54	22,248	35	2,101	1,595	76	726	35
	1989-90	66,476	42,937	65	26,139	39	2368	1,542	65	716	30
	1990-91	63,193	37,755	60	22,042	35	2322	1,631	70	565	24

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Table C.6 (contd.)

State	Year	Public					Nonpublic				
		Participants	Reading	%	Mathematics	%	Participants	Reading	%	Mathematics	%
Wyoming	1979-80	4,642	3,730	80	1,101	24	93	50	54	12	13
	1980-81	5,398	3,449	64	1,078	20	86	72	84	33	38
	1981-82	4,642	2,849	61	838	18	79	57	72	9	11
	1982-83	3,761	3,290	87	686	18	80	50	63	17	21
	1983-84	4,252	3,409	80	1,122	26	84	77	92	20	24
	1984-85	4,325	3,549	82	1,052	24	48	50	104	11	23
	1985-86	4,047	3,281	81	1,164	29	76	33	43	17	22
	1986-87	3,984	3,337	84	1,043	26	37	30	81	14	38
	1987-88	3,608	2,971	82	1,180	33	51	29	57	14	27
	1988-89	4,749	2,859	60	1,286	27	39	22	56	5	13
	1989-90	4,818	2,965	62	1,267	26	37	28	76	8	22
	1990-91	4,955	3,078	62	1,347	27	43	30	70	5	12

Table C.7

Number and Percent of Chapter 1-Funded FTE Staff by Classification and by State -- 1979-80 through 1990-91

State	Year	Administrators	%	Teachers	%	Teacher Aides	%	Curriculum Specialists	%	Supporting Staff	%	Clerical Staff	%	Other Staff	%	Total Staff
Nation	1979-80	6,267	3	77,782	40	86,826	45	6,242	3	6,304	3	5,937	3	5,047	3	194,403
	1980-81	4,321	2	80,078	43	80,938	44	2,074	1	6,567	4	6,113	3	5,836	3	185,925
	1981-82	4,655	3	74,786	45	67,536	40	2,390	1	5,741	3	4,766	3	7,875	5	167,748
	1982-83	3,937	3	68,590	46	58,093	39	1,804	1	5,335	4	4,273	3	7,188	5	149,220
	1983-84	4,118	3	68,627	46	57,479	38	1,921	1	5,614	4	5,533	4	6,985	5	150,277
	1984-85	4,764	3	72,797	46	61,380	39	2,798	2	5,131	3	5,745	4	6,352	4	158,967
	1985-86	3,775	2	69,014	45	59,058	39	2,936	2	5,194	3	5,308	3	6,651	4	151,936
	1986-87	3,332	2	64,143	46	55,530	39	1,795	1	4,941	4	4,850	3	6,099	4	140,691
	1987-88	3,414	2	65,668	46	56,078	39	1,697	1	5,384	4	5,185	4	6,249	4	143,675
	1988-89	3,545	2	68,149	45	60,544	40	0	0	6,104	4	4,712	3	7,761	5	150,816
	1989-90	3,328	2	68,554	46	61,282	41	0	0	6,531	4	5,048	3	4,532	3	149,275
	1990-91	3,601	2	71,509	45	65,232	41	0	0	7,033	4	5,603	4	5,692	4	158,670
Alabama	1979-80	107	3	2,555	81	146	5	83	3	143	5	112	4	0	0	3,146
	1980-81	106	2	2,605	55	1,513	32	82	2	232	5	112	2	80	2	4,730
	1981-82	97	2	2,405	56	1,387	32	74	2	204	5	107	2	55	1	4,330
	1982-83	93	3	2,087	61	917	27	91	3	138	4	105	3	15	0	3,445
	1983-84	86	3	1,905	61	803	26	58	2	135	4	100	3	18	1	3,105
	1984-85	86	3	1,521	52	1,016	35	67	2	122	4	92	3	28	1	2,933
	1985-86	75	3	1,541	52	1,036	35	74	3	114	4	101	3	10	0	2,950
	1986-87	68	2	1,468	53	902	33	73	3	136	5	98	4	5	0	2,750
	1987-88	69	2	1,534	53	980	34	82	3	133	5	98	3	6	0	2,902
	1988-89	69	2	1,578	50	1,176	37	0	0	85	3	111	4	134	4	3,152
	1989-90	69	2	1,590	48	1,264	38	0	0	96	3	102	3	171	5	3,293
	1990-91	77	2	1,699	47	1,413	39	0	0	125	3	95	3	182	5	3,592
Alaska	1979-80	8	3	84	34	139	57	1	0	9	4	3	1	0	0	245
	1980-81	6	3	65	33	113	58	0	0	1	1	4	2	6	3	195
	1981-82	6	3	78	38	113	55	0	0	0	0	4	2	6	3	206
	1982-83	6	3	57	33	85	49	0	0	6	3	4	2	15	9	173
	1983-84	6	2	108	45	112	46	0	0	2	1	5	2	9	4	242
	1984-85	8	4	50	28	85	49	3	2	1	1	5	3	24	14	175
	1985-86	7	6	29	26	71	64	0	0	0	0	5	4	1	1	112
	1986-87	6	3	82	40	104	50	0	0	9	4	4	2	2	1	207
	1987-88	5	3	62	33	108	57	0	0	8	4	4	2	0	0	187
	1988-89	8	4	49	23	132	62	0	0	9	4	7	3	7	3	212
	1989-90	11	5	46	22	131	64	0	0	10	5	5	2	3	2	206
	1990-91	7	3	70	28	139	57	0	0	14	6	7	3	8	3	245

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Table C.7 (contd.)

State	Year	Administrators	%	Teachers	%	Teacher Aides	%	Curriculum Specialists	%	Supporting Staff	%	Clerical Staff	%	Other Staff	%	Total Staff
Arizona	1979-80	73	3	753	28	1,632	62	36	1	68	3	60	2	31	1	2,653
	1980-81	57	2	711	28	1,488	59	111	4	50	2	53	2	43	2	2,512
	1981-82	72	5	531	34	744	48	18	1	75	5	81	5	45	3	1,566
	1982-83	53	4	588	39	755	51	18	1	29	2	48	3	0	0	1,490
	1983-84	34	3	560	43	548	42	24	2	107	8	39	3	0	0	1,314
	1984-85	37	2	544	35	837	54	18	1	51	3	63	4	11	1	1,561
	1985-86	40	2	735	40	934	51	14	1	73	4	52	3	0	0	1,847
	1986-87	46	3	725	50	561	39	21	1	39	3	50	3	0	0	1,441
	1987-88	47	4	487	40	594	48	11	1	37	3	45	4	5	0	1,226
	1988-89	46	3	711	43	756	46	0	0	54	3	61	4	31	2	1,658
	1989-90	57	3	815	45	838	47	0	0	39	2	47	3	0	0	1,796
	1990-91	53	2	890	39	1,106	49	0	0	112	5	65	3	54	2	2,280
Arkansas	1979-80	71	2	1,341	34	2,216	56	38	1	102	3	117	3	56	1	3,941
	1980-81	78	2	1,311	35	2,094	56	42	1	85	2	108	3	41	1	3,759
	1981-82	75	2	1,147	36	1,773	55	39	1	83	3	77	2	29	1	3,222
	1982-83	65	2	1,051	37	1,577	56	29	1	33	1	64	2	13	0	2,830
	1983-84	61	2	1,000	37	1,517	56	30	1	32	1	70	3	13	0	2,723
	1984-85	50	2	923	37	1,406	57	17	1	19	1	46	2	9	0	2,470
	1985-86	46	2	857	35	1,445	59	17	1	19	1	45	2	8	0	2,437
	1986-87	49	2	781	34	1,378	60	15	1	14	1	42	2	6	0	2,286
	1987-88	49	2	864	34	1,519	60	17	1	15	1	46	2	8	0	2,518
	1988-89	49	2	777	31	1,611	64	0	0	11	0	47	2	31	1	2,527
	1989-90	60	2	809	31	1,634	63	0	0	45	2	44	2	0	0	2,592
	1990-91	70	3	866	31	1,742	63	0	0	38	1	66	2	0	0	2,782
California	1979-80	108	1	1,704	15	7,934	70	0	0	0	0	860	8	805	7	11,412
	1980-81	108	1	2,184	18	6,894	58	0	0	0	0	1,316	11	1,317	11	11,819
	1981-82	354	3	1,599	13	8,683	73	494	4	0	0	0	0	756	6	11,885
	1982-83	86	1	2,343	22	6,270	60	0	0	0	0	0	0	1,760	17	10,460
	1983-84	234	1	2,436	15	11,580	69	417	2	691	4	712	4	634	4	16,703
	1984-85	363	2	2,571	17	9,595	63	482	3	812	5	784	5	564	4	15,172
	1985-86	325	3	2,013	16	8,328	65	432	3	621	5	812	6	353	3	12,884
	1986-87	379	3	2,231	15	9,896	66	452	3	764	5	824	5	443	3	14,988
	1987-88	351	3	2,105	15	9,300	67	345	2	684	5	727	5	344	2	13,854
	1988-89	310	2	1,984	14	9,558	69	0	0	975	7	686	5	341	2	13,854
	1989-90	274	2	2,586	15	11,290	67	0	0	1,367	8	951	6	430	3	16,898
	1990-91	297	2	2,337	15	10,428	66	0	0	1,393	9	867	6	377	2	15,699

Table C.7 (contd.)

State	Year	Administrators	%	Teachers	%	Teacher Aides	%	Curriculum Specialists	%	Supporting Staff	%	Clerical Staff	%	Other Staff	%	Total Staff
Colorado	1979-80	41	2	861	50	680	40	15	1	34	2	49	3	39	2	1,719
	1980-81	34	2	887	52	574	33	15	1	47	3	43	2	120	7	1,719
	1981-82	35	2	771	53	446	31	14	1	27	2	40	3	108	8	1,441
	1982-83	29	2	724	58	353	28	12	1	12	1	35	3	84	7	1,248
	1983-84	26	2	787	61	321	25	13	1	22	2	34	3	88	7	1,290
	1984-85	34	3	833	62	334	25	3	0	18	1	34	3	82	6	1,338
	1985-86	33	3	799	60	421	32	11	1	10	1	30	2	17	1	1,321
	1986-87	31	3	730	66	272	24	10	1	5	0	29	3	34	3	1,111
	1987-88	45	4	750	64	310	26	7	1	7	1	42	4	13	1	1,173
	1988-89	29	2	817	62	416	31	0	0	10	1	27	2	23	2	1,321
	1989-90	28	2	816	60	440	33	0	0	13	1	28	2	27	2	1,352
	1990-91	31	2	856	61	442	32	0	0	10	1	28	2	30	2	1,397
Connecticut	1979-80	0	0	1,174	44	1,146	43	0	0	1	0	171	6	190	7	2,683
	1980-81	53	3	835	44	817	43	8	0	28	1	73	4	69	4	1,883
	1981-82	65	4	870	48	738	41	0	0	26	1	81	4	24	1	1,803
	1982-83	65	4	870	48	738	41	26	1	81	4	24	1	0	0	1,803
	1983-84	48	3	746	49	553	36	11	1	33	2	76	5	69	4	1,535
	1984-85	56	3	901	48	787	42	13	1	25	1	75	4	21	1	1,879
	1985-86	38	2	715	42	767	45	11	1	20	1	59	3	85	5	1,694
	1986-87	45	3	696	44	617	39	15	1	26	2	67	4	132	8	1,598
	1987-88	44	3	742	45	614	37	6	0	19	1	57	3	160	10	1,642
	1988-89	41	2	732	45	666	41	0	0	32	2	63	4	104	6	1,638
	1989-90	28	2	633	43	638	43	0	0	19	1	45	3	116	8	1,478
	1990-91	29	2	702	46	636	41	0	0	21	1	43	3	105	7	1,536
Delaware	1979-80	12	2	129	26	323	65	3	1	10	2	15	3	3	1	494
	1980-81	16	3	128	25	318	63	2	0	9	2	24	5	11	2	506
	1981-82	14	3	147	29	276	54	45	9	4	1	26	5	4	1	516
	1982-83	12	3	103	28	222	60	2	0	1	0	21	6	9	2	369
	1983-84	12	3	116	30	232	61	0	0	1	0	15	4	7	2	382
	1984-85	12	3	123	31	235	59	1	0	8	2	19	5	2	1	400
	1985-86	13	3	133	32	241	59	0	0	2	0	19	5	3	1	411
	1986-87	10	2	106	26	263	66	0	0	1	0	17	4	4	1	401
	1987-88	9	2	100	25	264	67	0	0	6	2	14	4	3	1	396
	1988-89	9	2	99	21	339	73	0	0	5	1	12	2	5	1	467
	1989-90	9	2	85	22	242	64	0	0	7	2	12	3	23	6	378
	1990-91	8	2	91	24	259	68	0	0	10	3	14	4	0	0	383

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Table C 7 (contd.)

State	Year	Administrators	%	Teachers	%	Teacher Aides	%	Curriculum Specialists	%	Supporting Staff	%	Clerical Staff	%	Other Staff	%	Total Staff
District of Columbia	1979-80	19	2	282	36	337	43	2	0	58	7	74	10	6	1	778
	1980-81	17	2	259	35	331	44	3	0	54	7	73	10	11	1	748
	1981-82	15	2	205	33	290	47	1	0	40	6	59	10	11	2	621
	1982-83	13	3	126	24	309	60	0	0	26	5	44	8	0	0	518
	1983-84	17	3	116	21	273	49	30	5	15	3	15	3	90	16	556
	1984-85	14	3	110	24	271	59	1	0	13	3	42	9	7	1	457
	1985-86	12	3	103	26	229	57	2	1	13	3	37	9	3	1	399
	1986-87	16	4	111	27	231	56	0	0	15	4	7	2	34	8	414
	1987-88	16	4	148	34	216	50	0	0	15	3	7	2	34	8	436
	1988-89	10	2	148	32	245	53	0	0	14	3	12	3	34	7	463
	1989-90	11	2	154	35	225	51	0	0	11	2	8	2	32	7	441
	1990-91	13	3	174	36	235	49	0	0	17	4	6	1	37	8	482
Florida	1979-80	77	1	2,610	38	3,304	49	127	2	105	2	122	2	458	7	6,803
	1980-81	78	1	3,416	49	3,028	43	95	1	218	3	109	2	48	1	6,990
	1981-82	85	2	1,898	39	2,283	47	87	2	342	7	99	2	82	2	4,876
	1982-83	67	1	1,919	40	2,468	51	109	2	42	1	91	2	98	2	4,794
	1983-84	71	1	2,505	46	2,333	43	114	2	295	5	94	2	74	1	5,486
	1984-85	84	1	2,452	42	3,008	51	93	2	33	1	110	2	67	1	5,847
	1985-86	80	1	2,598	45	2,786	48	127	2	62	1	121	2	58	1	5,832
	1986-87	74	1	2,527	48	2,322	44	124	2	59	1	127	2	38	1	5,272
	1987-88	76	1	2,649	51	2,132	41	123	2	41	1	103	2	88	2	5,211
	1988-89	76	1	2,449	44	2,666	48	0	0	206	4	137	2	45	1	5,579
	1989-90	77	1	2,124	40	2,743	51	0	0	271	5	106	2	42	1	5,363
	1990-91	86	1	2,389	40	2,832	48	0	0	205	3	116	2	309	5	5,937
Georgia	1979-80	131	2	3,193	52	2,608	42	49	1	11	0	123	2	23	0	6,138
	1980-81	105	2	2,786	55	1,977	39	30	1	13	0	120	2	18	0	5,048
	1981-82	109	2	3,212	60	1,781	33	97	2	17	0	121	2	11	0	5,346
	1982-83	117	3	2,451	61	1,332	33	18	0	12	0	99	2	12	0	4,041
	1983-84	93	3	2,361	66	1,005	28	18	1	0	0	96	3	6	0	3,579
	1984-85	156	4	2,340	67	825	24	6	0	9	0	162	5	0	0	3,498
	1985-86	87	3	2,193	64	1,047	30	15	0	6	0	90	3	15	0	3,453
	1986-87	71	2	2,288	71	781	24	13	0	8	0	65	2	6	0	3,232
	1987-88	70	2	2,384	72	765	23	12	0	5	0	71	2	13	0	3,318
	1988-89	70	2	2,425	71	804	24	0	0	35	1	67	2	7	0	3,407
	1989-90	71	2	2,418	69	879	25	0	0	35	1	69	2	37	1	3,508
	1990-91	69	2	2,291	63	1,082	30	0	0	50	1	77	2	88	2	3,657

Table C.7 (contd.)

State	Year	Administrators	%	Teachers	%	Teacher Aides	%	Curriculum Specialists	%	Supporting Staff	%	Clerical Staff	%	Other Staff	%	Total Staff
Hawaii	1979-80	3	1	355	64	194	35	0	0	0	0	0	0	0	0	552
	1980-81	0	0	378	70	93	17	0	0	0	0	4	1	65	12	541
	1981-82	0	0	266	70	65	17	3	1	0	0	13	3	35	9	382
	1982-83	4	1	206	70	32	11	8	3	3	1	7	2	35	12	294
	1983-84	3	1	226	55	43	11	0	0	0	0	11	3	124	30	407
	1984-85	3	1	164	42	49	13	3	1	0	0	12	3	161	41	391
	1985-86	2	0	167	39	58	14	0	0	0	0	8	2	190	45	424
	1986-87	2	0	152	33	55	12	2	0	0	0	9	2	241	52	461
	1987-88	2	0	156	36	110	25	0	0	0	0	8	2	159	37	434
	1988-89	3	0	166	33	56	11	0	0	0	0	8	1	271	54	503
	1989-90	2	0	191	36	193	36	0	0	0	0	8	1	143	27	537
	1990-91	4	1	189	38	170	34	0	0	0	0	9	2	125	25	497
Idaho	1979-80	25	3	225	28	341	42	177	22	2	0	14	2	34	4	817
	1980-81	19	3	232	36	345	53	2	0	5	1	10	1	36	5	649
	1981-82	17	3	200	34	312	54	7	1	6	1	11	2	28	5	581
	1982-83	17	3	202	37	275	50	3	1	1	0	7	1	44	8	548
	1983-84	16	3	224	37	261	44	3	0	1	0	9	1	84	14	597
	1984-85	20	3	232	36	362	55	3	0	2	0	9	1	25	4	652
	1985-86	22	3	207	33	373	60	1	0	0	0	10	2	7	1	619
	1986-87	17	3	218	35	370	60	0	0	1	0	9	1	0	0	615
	1987-88	16	2	232	36	395	61	0	0	0	0	9	1	0	0	652
	1988-89	14	2	229	36	391	61	0	0	0	0	6	1	0	0	640
	1989-90	15	2	332	35	580	62	0	0	0	0	9	1	0	0	936
	1990-91	15	1	342	34	638	64	0	0	0	0	9	1	0	0	1,004
Illinois	1979-80	127	2	3,477	59	1,539	26	59	1	143	2	183	3	406	7	5,934
	1980-81	140	2	3,349	58	1,465	25	49	1	149	3	191	3	408	7	5,750
	1981-82	224	5	3,075	63	960	20	18	0	99	2	144	3	358	7	4,878
	1982-83	211	5	2,850	65	757	17	13	0	93	2	128	3	337	8	4,390
	1983-84	214	5	3,054	65	842	18	12	0	67	1	196	4	341	7	4,725
	1984-85	237	4	4,162	71	852	15	19	0	66	1	173	3	345	6	5,853
	1985-86	223	4	3,334	65	897	18	20	0	102	2	147	3	377	7	5,099
	1986-87	245	5	3,222	65	918	19	21	0	82	2	130	3	330	7	4,948
	1987-88	307	6	3,126	59	958	18	51	1	70	1	413	8	361	7	5,286
	1988-89	259	5	3,261	67	890	18	0	0	64	1	124	3	299	6	4,897
	1989-90	237	5	3,143	64	967	20	0	0	111	2	119	2	333	7	4,909
	1990-91	193	3	3,449	62	1,288	23	0	0	136	2	109	2	379	7	5,554

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Table C 7 (contd)

State	Year	Administrators	%	Teachers	%	Teacher Aides	%	Curriculum Specialists	%	Supporting Staff	%	Clerical Staff	%	Other Staff	%	Total Staff
Indiana	1979-80	74	2	767	19	2,620	65	23	1	135	3	52	1	349	9	4,019
	1980-81	48	1	628	18	2,624	74	24	1	41	1	52	1	109	3	3,526
	1981-82	43	1	548	15	2,780	78	34	1	36	1	59	2	46	1	3,546
	1982-83	41	1	525	17	2,378	77	24	1	37	1	35	1	35	1	3,075
	1983-84	63	2	569	19	2,301	76	17	1	21	1	39	1	15	0	3,024
	1984-85	80	2	693	18	3,014	78	20	1	9	0	26	1	39	1	3,880
	1985-86	67	2	691	17	3,259	79	17	0	27	1	47	1	36	1	4,143
	1986-87	59	1	693	17	3,181	78	22	1	32	1	50	1	22	1	4,058
	1987-88	74	2	735	18	3,008	76	44	1	32	1	54	1	36	1	3,982
	1988-89	67	2	778	19	3,136	75	0	0	44	1	40	1	88	2	4,155
	1989-90	54	1	718	19	2,847	75	0	0	41	1	47	1	109	3	3,815
	1990-91	50	1	731	18	3,044	75	0	0	36	1	43	1	151	4	4,055
Iowa	1979-80	0	0	1,588	81	231	12	0	0	0	0	0	0	136	7	1,955
	1980-81	57	4	1,319	83	141	9	7	0	34	2	25	2	3	0	1,587
	1981-82	50	4	1,167	86	97	7	5	0	21	2	15	1	2	0	1,357
	1982-83	0	0	1,063	90	89	8	0	0	0	0	0	0	23	2	1,174
	1983-84	22	2	1,028	89	86	7	0	0	0	0	0	0	22	2	1,157
	1984-85	0	0	1,074	92	80	7	0	0	0	0	0	0	16	1	1,170
	1985-86	0	0	1,094	91	85	7	0	0	0	0	0	0	18	2	1,197
	1986-87	0	0	1,203	85	191	14	0	0	0	0	0	0	20	1	1,414
	1987-88	0	0	1,323	84	245	16	0	0	0	0	0	0	0	0	1,568
	1988-89	0	0	1,076	91	77	6	0	0	0	0	26	2	0	0	1,179
	1989-90	0	0	1,119	91	87	7	0	0	0	0	30	2	0	0	1,236
	1990-91	0	0	1,061	89	99	8	0	0	0	0	33	3	0	0	1,192
Kansas	1979-80	43	3	855	57	547	37	0	0	14	1	30	2	8	1	1,497
	1980-81	148	8	1,099	61	500	28	0	0	8	0	42	2	10	1	1,807
	1981-82	227	10	1,246	57	447	20	0	0	7	0	247	11	24	1	2,198
	1982-83	26	2	684	58	417	35	8	1	10	1	25	2	17	1	1,188
	1983-84	36	3	588	55	371	35	10	1	4	0	19	2	41	4	1,068
	1984-85	26	2	757	60	392	31	10	1	5	0	18	1	55	4	1,263
	1985-86	20	2	674	61	341	31	12	1	3	0	19	2	36	3	1,105
	1986-87	18	2	631	59	316	30	20	2	4	0	20	2	62	6	1,069
	1987-88	19	2	638	60	329	31	11	1	4	0	19	2	51	5	1,069
	1988-89	25	2	669	62	305	28	0	0	16	1	17	2	52	5	1,084
	1989-90	26	2	657	62	298	28	0	0	11	1	19	2	55	5	1,066
	1990-91	20	2	675	61	339	31	0	0	8	1	14	1	42	4	1,098

Table C.7 (contd.)

State	Year	Administrators	%	Teachers	%	Teacher Aides	%	Curriculum Specialists	%	Supporting Staff	%	Clerical Staff	%	Other Staff	%	Total Staff
Kentucky	1979-80	101	3	2,059	52	1,348	34	30	1	222	6	117	3	67	2	3,945
	1980-81	92	2	2,065	54	1,283	33	40	1	209	5	108	3	52	1	3,849
	1981-82	83	2	1,898	57	1,022	31	31	1	167	5	100	3	40	1	3,340
	1982-83	81	3	1,700	57	937	31	23	1	160	5	99	3	0	0	3,000
	1983-84	85	3	1,638	61	720	27	32	1	195	7	33	1	0	0	2,703
	1984-85	78	3	1,751	58	975	32	27	1	79	3	120	4	0	0	3,029
	1985-86	92	3	1,697	57	993	33	22	1	65	2	98	3	0	0	2,967
	1986-87	73	3	1,595	59	841	31	21	1	58	2	94	4	0	0	2,682
	1987-88	75	3	1,582	56	983	35	14	1	58	2	89	3	0	0	2,801
	1988-89	81	3	1,640	59	886	32	0	0	57	2	86	3	16	1	2,765
	1989-90	90	3	1,656	59	877	31	0	0	72	3	105	4	15	1	2,815
	1990-91	90	3	1,602	61	736	28	0	0	65	2	78	3	61	2	2,632
Louisiana	1979-80	93	2	1,716	28	3,296	55	294	5	381	6	174	3	79	1	6,033
	1980-81	148	3	1,867	32	3,107	53	108	2	184	3	172	3	271	5	5,857
	1981-82	189	4	1,369	30	2,419	53	127	3	175	4	159	3	133	3	4,571
	1982-83	90	2	1,195	29	2,285	56	128	3	223	5	137	3	24	1	4,082
	1983-84	179	4	1,327	31	2,270	53	119	3	135	3	135	3	138	3	4,301
	1984-85	71	2	1,317	30	2,475	56	131	3	126	3	141	3	173	4	4,434
	1985-86	78	2	772	19	2,673	64	113	3	177	4	147	4	198	5	4,159
	1986-87	102	2	1,303	29	2,558	57	95	2	110	2	149	3	197	4	4,514
	1987-88	84	2	1,248	28	2,605	59	124	3	150	3	139	3	76	2	4,427
	1988-89	85	2	1,328	30	2,396	55	0	0	87	2	156	4	313	7	4,365
	1989-90	87	2	1,278	32	2,134	54	0	0	80	2	123	3	261	7	3,963
	1990-91	93	2	1,374	31	2,416	55	0	0	121	3	115	3	293	7	4,411
Maine	1979-80	0	0	238	17	904	65	118	9	38	3	4	0	85	6	1,387
	1980-81	0	0	224	21	490	45	110	10	39	4	0	0	229	21	1,092
	1981-82	0	0	169	13	605	45	115	9	32	2	5	0	415	31	1,341
	1982-83	0	0	146	14	765	72	83	8	46	4	4	0	15	1	1,059
	1983-84	0	0	161	16	399	40	75	8	288	29	0	0	75	7	998
	1984-85	0	0	154	14	853	76	93	8	17	2	1	0	3	0	1,121
	1985-86	0	0	152	15	703	70	88	9	21	2	0	0	38	4	1,001
	1986-87	0	0	233	20	790	67	96	8	12	1	15	1	37	3	1,183
	1987-88	22	2	278	25	747	68	27	2	17	2	7	1	4	0	1,102
	1988-89	22	2	261	23	830	73	0	0	12	1	7	1	13	1	1,144
	1989-90	20	2	263	22	825	71	0	0	14	1	8	1	40	3	1,169
	1990-91	26	2	271	21	935	73	0	0	18	1	11	1	22	2	1,283

Table C.7 (contd.)

State	Year	Administrators	%	Teachers	%	Teacher Aides	%	Curriculum Specialists	%	Supporting Staff	%	Clerical Staff	%	Other Staff	%	Total Staff
Maryland	1979-80	51	1	704	17	2,786	66	56	1	129	3	55	1	450	11	4,230
	1980-81	43	1	633	19	2,119	63	62	2	89	3	51	2	375	11	3,372
	1981-82	52	2	415	15	1,781	63	38	1	67	2	46	2	448	16	2,846
	1982-83	47	2	679	25	1,789	65	20	1	58	2	47	2	124	4	2,764
	1983-84	43	1	832	27	1,642	53	26	1	50	2	49	2	441	14	3,083
	1984-85	33	1	927	31	1,856	63	12	0	74	2	41	1	14	0	2,957
	1985-86	23	1	756	28	1,782	66	47	2	42	2	34	1	15	1	2,699
	1986-87	32	1	579	24	1,480	61	24	1	20	1	36	1	259	11	2,429
	1987-88	37	1	588	24	1,529	62	2	0	47	2	35	1	247	10	2,485
	1988-89	42	2	569	24	1,514	64	0	0	9	0	39	2	203	9	2,376
	1989-90	59	3	568	24	1,433	61	0	0	6	0	36	2	230	10	2,332
	1990-91	49	2	618	23	1,450	54	0	0	64	2	39	1	457	17	2,677
Massachusetts	1979-80	160	3	2,438	47	2,102	41	47	1	115	2	152	3	137	3	5,151
	1980-81	116	2	2,234	46	2,070	42	14	0	138	3	124	3	183	4	4,879
	1981-82	122	3	2,134	57	1,187	32	2	0	75	2	114	3	109	3	3,742
	1982-83	122	4	1,871	55	1,033	30	41	1	96	3	116	3	146	4	3,423
	1983-84	131	3	2,251	56	1,272	31	25	1	91	2	140	3	146	4	4,055
	1984-85	118	3	2,249	62	998	28	10	0	56	2	108	3	79	2	3,617
	1985-86	108	3	1,978	57	1,105	32	29	1	77	2	96	3	103	3	3,495
	1986-87	112	3	1,894	57	1,005	30	31	1	65	2	93	3	148	4	3,347
	1987-88	107	3	1,861	57	966	30	34	1	66	2	87	3	119	4	3,241
	1988-89	128	4	1,935	61	869	27	0	0	65	2	82	3	118	4	3,198
	1989-90	105	3	1,876	60	857	28	0	0	65	2	80	3	122	4	3,105
	1990-91	106	3	1,955	63	808	26	0	0	84	3	77	2	72	2	3,102
Michigan	1979-80	266	4	1,995	29	4,047	59	101	1	232	3	126	2	125	2	6,891
	1980-81	255	4	2,031	28	4,183	59	93	1	263	4	125	2	186	3	7,137
	1981-82	218	4	1,853	31	3,272	55	71	1	317	5	113	2	93	2	5,936
	1982-83	185	4	1,430	31	2,491	55	78	2	160	4	123	3	102	2	4,569
	1983-84	331	6	1,715	31	2,947	54	59	1	151	3	185	3	108	2	5,496
	1984-85	221	4	1,785	34	2,794	53	74	1	159	3	136	3	77	1	5,246
	1985-86	251	5	1,857	35	2,827	53	79	1	150	3	137	3	66	1	5,365
	1986-87	206	4	1,878	35	2,760	51	68	1	248	5	198	4	50	1	5,407
	1987-88	232	4	1,837	36	2,524	49	81	2	242	5	184	4	56	1	5,156
	1988-89	196	4	1,990	38	2,536	49	0	0	277	5	162	3	42	1	5,202
	1989-90	208	4	1,848	37	2,409	48	0	0	346	7	168	3	64	1	5,044
	1990-91	205	4	2,022	37	2,629	48	0	0	314	6	178	3	142	3	5,490

Table C.7 (contd.)

State	Year	Administrators	%	Teachers	%	Teacher Aides	%	Curriculum Specialists	%	Supporting Staff	%	Clerical Staff	%	Other Staff	%	Total Staff
Minnesota	1979-80	130	3	1,808	43	1,877	45	107	3	52	1	130	3	66	2	4,170
	1980-81	202	6	1,460	42	1,597	46	24	1	146	4	56	2	0	0	3,485
	1981-82	84	3	1,304	46	1,356	48	30	1	0	0	36	1	12	0	2,822
	1982-83	93	4	1,024	43	1,142	48	6	0	0	0	0	0	95	4	2,361
	1983-84	58	3	991	43	1,202	52	6	0	0	0	0	0	43	2	2,300
	1984-85	41	2	928	43	1,145	53	0	0	0	0	39	2	16	1	2,170
	1985-86	36	2	389	24	1,140	69	0	0	0	0	53	3	28	2	1,645
	1986-87	76	4	862	40	1,141	53	0	0	0	0	36	2	23	1	2,138
	1987-88	59	3	857	39	1,184	54	0	0	0	0	36	2	55	3	2,191
	1988-89	53	2	960	41	1,291	55	0	0	15	1	34	1	14	1	2,366
	1989-90	45	2	928	39	1,371	57	0	0	0	0	34	1	11	0	2,389
	1990-91	38	1	928	37	1,524	60	0	0	0	0	34	1	16	1	2,540
Mississippi	1979-80	168	3	2,319	39	2,847	47	110	2	208	3	200	3	152	3	6,004
	1980-81	129	2	2,163	39	2,568	47	119	2	134	2	186	3	177	3	5,477
	1981-82	130	3	1,886	41	1,999	43	118	3	166	4	170	4	132	3	4,600
	1982-83	124	3	1,744	40	1,930	45	113	3	132	3	159	4	120	3	4,321
	1983-84	118	3	1,724	45	1,501	39	105	3	114	3	153	4	92	2	3,807
	1984-85	127	3	1,826	45	1,645	41	94	2	95	2	146	4	90	2	4,023
	1985-86	125	3	1,679	46	1,398	39	86	2	91	3	149	4	86	2	3,613
	1986-87	124	4	1,277	40	1,454	45	77	2	87	3	128	4	73	2	3,220
	1987-88	144	4	1,260	37	1,676	49	79	2	81	2	124	4	78	2	3,442
	1988-89	212	6	1,225	34	1,830	51	0	0	146	4	121	3	39	1	3,574
	1989-90	191	5	1,331	35	1,953	51	0	0	160	4	118	3	41	1	3,792
	1990-91	186	4	1,379	33	2,263	54	0	0	194	5	124	3	62	1	4,208
Missouri	1979-80	28	1	2,188	66	955	29	25	1	24	1	34	1	63	2	3,317
	1980-81	26	1	2,204	65	992	29	9	0	70	2	48	1	20	1	3,368
	1981-82	30	1	2,116	70	778	26	2	0	9	0	39	1	53	2	3,028
	1982-83	32	1	1,961	68	626	22	204	7	0	0	41	1	14	0	2,876
	1983-84	31	1	2,002	76	535	20	3	0	6	0	42	2	1	0	2,619
	1984-85	24	1	1,757	78	429	19	1	0	12	1	33	1	2	0	2,258
	1985-86	23	1	1,734	79	391	18	0	0	4	0	29	1	5	0	2,186
	1986-87	23	1	1,766	78	429	19	5	0	2	0	51	2	0	0	2,275
	1987-88	23	1	1,811	80	391	17	5	0	2	0	33	1	0	0	2,265
	1988-89	25	1	1,750	77	427	19	0	0	37	2	19	1	2	0	2,260
	1989-90	27	1	1,801	77	472	20	0	0	12	0	20	1	2	0	2,334
	1990-91	32	1	1,882	74	557	22	0	0	53	2	18	1	2	0	2,544

Table C.7 (contd.)

State	Year	Administrators	%	Teachers	%	Teacher Aides	%	Curriculum Specialists	%	Supporting Staff	%	Clerical Staff	%	Other Staff	%	Total Staff
Montana	1979-80	20	3	321	42	406	53	0	0	12	1	7	1	8	1	773
	1980-81	12	2	319	44	354	49	0	0	20	3	4	1	9	1	717
	1981-82	18	3	291	44	312	48	0	0	20	3	2	0	13	2	657
	1982-83	6	1	253	50	230	46	0	0	14	3	1	0	0	0	502
	1983-84	6	1	233	49	215	45	9	2	9	2	1	0	0	0	472
	1984-85	11	2	254	49	247	47	0	0	9	2	1	0	0	0	521
	1985-86	13	2	276	50	248	45	1	0	7	1	1	0	4	1	551
	1986-87	15	3	323	55	243	41	0	0	5	1	4	1	0	0	590
	1987-88	12	2	286	53	225	42	1	0	7	1	4	1	0	0	534
	1988-89	13	2	306	54	237	42	0	0	5	1	4	1	0	0	565
	1989-90	12	2	333	57	231	39	0	0	6	1	2	0	3	1	588
	1990-91	9	2	320	57	225	40	0	0	3	1	3	1	1	0	561
Nebraska	1979-80	36	3	672	55	424	35	6	0	15	1	50	4	16	1	1,218
	1980-81	44	4	653	57	370	32	10	1	22	2	34	3	7	1	1,139
	1981-82	11	1	484	66	211	29	0	0	0	0	27	4	0	0	733
	1982-83	18	2	507	61	299	36	0	0	12	1	0	0	0	0	836
	1983-84	14	2	506	61	258	31	0	0	0	0	54	6	0	0	832
	1984-85	15	2	562	66	227	27	9	1	16	2	18	2	3	0	850
	1985-86	21	3	534	64	235	28	8	1	17	2	20	2	4	0	840
	1986-87	14	2	490	65	208	27	7	1	18	2	17	2	3	0	757
	1987-88	12	2	484	65	203	27	7	1	5	1	14	2	21	3	747
	1988-89	14	2	492	64	209	27	0	0	14	2	18	2	17	2	765
	1989-90	16	2	497	64	224	29	0	0	15	2	16	2	12	2	779
	1990-91	18	2	492	63	227	29	0	0	9	1	15	2	16	2	777
Nevada	1979-80	3	1	96	40	99	41	7	3	31	13	5	2	1	1	241
	1980-81	4	2	110	40	100	36	7	2	43	16	6	2	5	2	275
	1981-82	4	2	99	46	92	43	4	2	6	3	5	2	3	1	213
	1982-83	2	1	79	41	88	46	7	4	6	3	7	4	3	2	193
	1983-84	2	1	100	41	125	52	4	2	5	2	5	2	0	0	241
	1984-85	2	1	117	47	116	47	2	1	4	2	4	2	2	1	247
	1985-86	4	1	132	48	113	42	5	2	7	3	5	2	7	2	273
	1986-87	3	1	120	47	107	42	5	2	6	2	7	3	6	2	253
	1987-88	3	1	137	50	120	44	4	1	4	1	8	3	0	0	275
	1988-89	3	1	106	40	145	54	0	0	7	2	8	3	0	0	268
	1989-90	9	4	105	42	125	50	0	0	4	1	6	3	0	0	249
	1990-91	8	3	116	45	124	48	0	0	4	1	7	3	1	0	260

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Table C 7 (contd)

State	Year	Administrators	%	Teachers	%	Teacher Aides	%	Curriculum Specialists	%	Supporting Staff	%	Clerical Staff	%	Other Staff	%	Total Staff
New Hampshire	1979-80	45	8	149	25	318	54	32	5	33	6	10	2	5	1	592
	1980-81	44	7	180	28	305	47	36	6	41	6	10	2	28	4	644
	1981-82	61	10	175	28	332	54	27	4	5	1	10	2	5	1	615
	1982-83	26	7	118	29	214	53	15	4	7	2	16	4	7	2	404
	1983-84	28	6	121	27	256	57	21	5	13	3	8	2	2	0	449
	1984-85	64	12	151	27	252	46	20	4	7	1	12	2	44	8	550
	1985-86	34	6	173	32	274	51	23	4	11	2	10	2	16	3	540
	1986-87	35	5	234	36	291	45	22	3	16	2	11	2	38	6	647
	1987-88	40	7	195	33	248	42	35	6	27	5	20	3	28	5	593
	1988-89	41	8	155	32	227	46	0	0	13	3	11	2	44	9	491
	1989-90	46	8	217	38	269	47	0	0	6	1	16	3	19	3	573
	1990-91	39	6	277	43	263	40	0	0	21	3	13	2	38	6	650
New Jersey	1979-80	205	4	2,673	54	1,410	28	38	1	266	5	250	5	142	3	4,985
	1980-81	218	5	2,421	51	1,506	32	36	1	63	1	247	5	279	6	4,770
	1981-82	206	5	2,410	59	1,183	29	13	0	49	1	227	6	0	0	4,088
	1982-83	206	5	2,410	59	1,183	29	13	0	49	1	227	6	0	0	4,088
	1983-84	184	5	2,204	56	1,156	29	15	0	168	4	177	4	47	1	3,950
	1984-85	202	4	2,719	56	1,453	30	20	0	239	5	204	4	47	1	4,883
	1985-86	160	3	2,931	57	1,470	28	26	1	276	5	245	5	67	1	5,175
	1986-87	231	4	3,024	58	1,552	30	30	1	177	3	185	4	46	1	5,244
	1987-88	164	3	2,993	58	1,423	27	24	0	256	5	221	4	100	2	5,179
	1988-89	157	3	3,412	62	1,343	24	0	0	334	6	214	4	46	1	5,506
	1989-90	181	3	3,567	62	1,368	24	0	0	299	5	248	4	53	1	5,715
	1990-91	204	3	4,079	64	1,381	22	0	0	402	6	260	4	38	1	6,364
New Mexico	1979-80	7	0	662	39	829	49	50	3	71	4	53	3	5	0	1,678
	1980-81	7	0	655	42	717	46	52	3	51	3	57	4	16	1	1,555
	1981-82	4	0	608	45	617	45	45	3	40	3	45	3	5	0	1,364
	1982-83	9	1	553	42	579	44	34	3	18	1	34	3	75	6	1,302
	1983-84	11	1	560	47	530	44	33	3	18	2	33	3	6	1	1,191
	1984-85	14	1	574	46	548	44	27	2	19	2	37	3	25	2	1,244
	1985-86	10	1	591	46	563	44	29	2	32	2	35	3	29	2	1,289
	1986-87	10	1	519	47	461	42	24	2	26	2	31	3	31	3	1,102
	1987-88	11	1	544	46	518	43	28	2	19	2	37	3	39	3	1,194
	1988-89	9	1	565	47	527	44	0	0	23	2	39	3	45	4	1,208
	1989-90	10	1	538	44	586	48	0	0	18	1	39	3	35	3	1,226
	1990-91	14	1	636	46	632	46	0	0	27	2	41	3	32	2	1,382

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Table C.7 (contd.)

State	Year	Administrators	%	Teachers	%	Teacher Aides	%	Curriculum Specialists	%	Supporting Staff	%	Clerical Staff	%	Other Staff	%	Total Staff
New York	1979-80	257	2	6,485	41	8,220	52	0	0	297	2	463	3	0	0	15,722
	1980-81	245	2	6,251	42	7,666	52	0	0	249	2	450	3	0	0	14,861
	1981-82	235	2	5,361	51	1,278	12	0	0	289	3	345	3	3,103	29	10,612
	1982-83	190	2	4,177	45	748	8	0	0	217	2	694	8	3,194	35	9,219
	1983-84	437	4	5,914	49	1,053	9	0	0	294	2	1,085	9	3,289	27	12,072
	1984-85	505	4	5,694	48	1,076	9	0	0	173	1	1,135	10	3,332	28	11,915
	1985-86	213	2	7,439	55	976	7	0	0	358	3	478	4	4,114	30	13,578
	1986-87	201	2	4,491	47	1,016	11	0	0	231	2	294	3	3,332	35	9,564
	1987-88	212	2	4,472	44	1,166	11	0	0	278	3	413	4	3,636	36	10,176
	1988-89	247	2	4,836	44	1,210	11	0	0	400	4	0	0	4,185	38	10,877
	1989-90	129	1	5,116	53	3,568	37	0	0	445	5	0	0	437	5	9,696
	1990-91	242	2	5,459	48	4,711	41	0	0	373	3	331	3	300	3	11,414
North Carolina	1979-80	122	2	2,817	43	3,161	49	92	1	133	2	132	2	21	0	6,478
	1980-81	136	2	3,109	52	2,365	39	76	1	153	3	159	3	22	0	6,019
	1981-82	134	3	2,530	57	1,360	31	61	1	61	1	137	3	141	3	4,424
	1982-83	99	3	2,412	62	974	25	49	1	37	1	114	3	180	5	3,865
	1983-84	110	3	2,411	64	907	24	60	2	34	1	113	3	114	3	3,749
	1984-85	96	3	2,256	65	833	24	45	1	25	1	100	3	133	4	3,488
	1985-86	100	3	2,184	68	584	18	64	2	17	1	103	3	145	5	3,196
	1986-87	78	3	1,880	71	485	18	37	1	15	1	97	4	74	3	2,666
	1987-88	81	3	1,969	71	531	19	31	1	16	1	83	3	71	3	2,782
	1988-89	80	3	2,008	71	612	22	0	0	45	2	84	3	0	0	2,828
	1989-90	90	3	2,002	68	662	22	0	0	116	4	77	3	0	0	2,947
	1990-91	74	3	2,077	71	571	19	0	0	17	1	78	3	117	4	2,933
North Dakota	1979-80	7	1	386	66	187	32	1	0	0	0	1	0	0	0	581
	1980-81	26	3	494	64	246	32	1	0	2	0	3	0	0	0	772
	1981-82	3	1	278	67	132	32	4	1	1	0	0	0	0	0	417
	1982-83	4	1	330	67	156	32	2	0	0	0	0	0	0	0	492
	1983-84	3	1	312	68	144	31	1	0	0	0	0	0	0	0	460
	1984-85	4	1	307	66	152	33	0	0	1	0	0	0	0	0	464
	1985-86	3	1	294	67	141	32	0	0	1	0	0	0	0	0	439
	1986-87	3	1	270	63	157	36	0	0	2	1	0	0	0	0	432
	1987-88	3	1	274	62	164	37	0	0	2	1	0	0	0	0	443
	1988-89	3	1	275	59	188	40	0	0	1	0	2	0	0	0	469
	1989-90	2	0	279	60	182	39	0	0	4	1	0	0	0	0	467
	1990-91	3	1	276	60	184	40	0	0	1	0	0	0	0	0	464

Table C.7 (contd.)

State	Year	Administrators	%	Teachers	%	Teacher Aides	%	Curriculum Specialists	%	Supporting Staff	%	Clerical Staff	%	Other Staff	%	Total Staff
Ohio	1979-80	130	2	3,679	70	1,228	23	0	0	31	1	90	2	106	2	5,264
	1980-81	139	3	3,382	67	1,112	22	29	1	33	1	110	2	260	5	5,065
	1981-82	123	3	3,016	73	832	20	20	0	7	0	95	2	56	1	4,150
	1982-83	102	3	2,708	77	561	16	0	0	17	0	84	2	38	1	3,510
	1983-84	108	3	3,004	78	601	16	0	0	19	0	96	2	32	1	3,860
	1984-85	109	3	3,140	76	736	18	0	0	17	0	80	2	27	1	4,109
	1985-86	101	3	3,092	78	620	16	0	0	18	0	81	2	64	2	3,976
	1986-87	97	3	2,953	79	561	15	0	0	24	1	78	2	45	1	3,757
	1987-88	94	2	3,104	77	646	16	17	0	38	1	82	2	31	1	4,011
	1988-89	116	3	3,209	77	694	17	0	0	41	1	84	2	48	1	4,192
	1989-90	135	3	3,057	76	693	17	0	0	35	1	84	2	41	1	4,045
	1990-91	229	5	3,350	73	847	18	0	0	57	1	83	2	22	0	4,589
Oklahoma	1979-80	115	4	1,646	57	915	32	18	1	45	2	131	5	26	1	2,896
	1980-81	58	2	1,569	60	865	33	26	1	14	1	40	2	28	1	2,601
	1981-82	43	2	1,374	61	683	30	20	1	5	0	25	1	121	5	2,268
	1982-83	32	2	1,219	66	551	30	12	1	4	0	19	1	5	0	1,841
	1983-84	28	1	1,225	66	552	30	9	0	12	1	19	1	2	0	1,847
	1984-85	21	1	1,758	67	802	31	9	0	0	0	17	1	6	0	2,613
	1985-86	14	1	1,209	61	732	37	18	1	0	0	10	1	7	0	1,990
	1986-87	25	1	1,326	74	412	23	18	1	0	0	13	1	0	0	1,794
	1987-88	23	1	1,263	75	383	23	9	1	0	0	13	1	0	0	1,690
	1988-89	23	1	1,307	74	404	23	0	0	9	1	21	1	0	0	1,763
	1989-90	26	1	1,314	75	389	22	0	0	0	0	13	1	13	1	1,754
	1990-91	24	1	1,385	76	368	20	0	0	0	0	24	1	20	1	1,822
Oregon	1979-80	41	2	656	35	1,045	56	30	2	39	2	41	2	18	1	1,871
	1980-81	64	5	460	33	747	54	27	2	28	2	43	3	9	1	1,378
	1981-82	70	6	452	37	620	50	16	1	21	2	30	2	22	2	1,231
	1982-83	22	2	425	38	571	51	14	1	15	1	25	2	37	3	1,110
	1983-84	31	3	460	42	563	51	5	0	10	1	17	2	20	2	1,107
	1984-85	69	5	489	37	646	48	55	4	25	2	28	2	23	2	1,334
	1985-86	27	2	582	42	718	52	4	0	9	1	26	2	27	2	1,393
	1986-87	27	2	535	42	647	51	3	0	12	1	21	2	25	2	1,270
	1987-88	34	3	589	44	645	48	4	0	19	1	30	2	18	1	1,338
	1988-89	29	2	515	43	606	50	0	0	7	1	25	2	18	2	1,201
	1989-90	47	3	595	43	662	47	0	0	17	1	35	3	41	3	1,397
	1990-91	31	3	499	41	601	49	0	0	44	4	29	2	20	2	1,224

Table C.7 (contd.)

State	Year	Administrators	%	Teachers	%	Teacher Aides	%	Curriculum Specialists	%	Supporting Staff	%	Clerical Staff	%	Other Staff	%	Total Staff
Pennsylvania	1979-80	376	5	197	2	3,394	41	3,641	44	368	4	286	3	83	1	8,345
	1980-81	138	2	3,688	47	3,113	40	148	2	374	5	279	4	74	1	7,812
	1981-82	125	2	3,204	49	2,458	38	130	2	306	5	260	4	67	1	6,549
	1982-83	115	2	2,924	50	2,147	36	118	2	322	5	234	4	41	1	5,900
	1983-84	120	2	3,019	51	2,113	36	124	2	251	4	225	4	32	1	5,884
	1984-85	114	2	2,186	36	2,167	36	1,035	17	262	4	215	4	64	1	6,044
	1985-86	109	2	1,758	32	2,102	38	1,021	19	224	4	193	4	78	1	5,484
	1986-87	110	2	2,940	53	1,775	32	72	1	359	6	183	3	142	3	5,581
	1987-88	97	2	2,979	52	1,793	32	70	1	475	8	126	2	136	2	5,676
	1988-89	125	2	3,331	51	1,928	29	0	0	185	3	190	3	788	12	6,546
	1989-90	117	2	3,036	50	1,513	25	0	0	143	2	171	3	1,059	18	6,039
	1990-91	121	2	3,071	50	1,235	20	0	0	129	2	150	2	1,423	23	6,130
Rhode Island	1979-80	21	3	339	52	187	29	2	0	18	3	38	6	41	6	646
	1980-81	21	4	298	59	94	19	2	0	42	8	22	4	27	5	504
	1981-82	19	3	346	64	114	21	3	1	28	5	20	4	8	1	537
	1982-83	27	6	265	62	59	14	0	0	22	5	21	5	31	7	426
	1983-84	26	6	257	62	57	14	0	0	22	5	21	5	30	7	413
	1984-85	21	6	246	66	61	16	3	1	20	5	17	5	5	1	373
	1985-86	18	5	259	69	49	13	3	1	17	4	19	5	12	3	377
	1986-87	12	3	259	72	52	15	2	1	10	3	18	5	5	1	358
	1987-88	11	4	239	78	30	10	0	0	10	3	14	5	3	1	306
	1988-89	11	3	261	76	37	11	0	0	10	3	14	4	11	3	344
	1989-90	16	4	302	73	54	13	0	0	13	3	14	3	12	3	411
	1990-91	15	4	279	71	60	15	0	0	10	3	19	5	12	3	395
South Carolina	1979-80	95	2	1,621	36	2,223	50	128	3	176	4	137	3	77	2	4,456
	1980-81	84	2	1,651	36	2,257	50	129	3	174	4	132	3	109	2	4,536
	1981-82	78	2	1,279	36	1,746	49	113	3	134	4	120	3	100	3	3,569
	1982-83	75	2	1,132	36	1,530	49	99	3	119	4	115	4	79	2	3,147
	1983-84	76	3	1,142	39	1,347	46	88	3	112	4	109	4	82	3	2,955
	1984-85	81	3	1,091	40	1,250	46	74	3	127	5	105	4	1	0	2,729
	1985-86	62	2	986	40	1,136	46	72	3	115	5	94	4	9	0	2,474
	1986-87	54	2	942	42	1,004	45	64	3	78	3	86	4	0	0	2,228
	1987-88	58	3	920	40	1,074	47	66	3	79	3	81	4	0	0	2,277
	1988-89	52	2	937	40	1,123	48	0	0	78	3	75	3	69	3	2,334
	1989-90	54	2	894	39	1,075	47	0	0	96	4	106	5	68	3	2,293
	1990-91	56	2	1,001	40	1,212	48	0	0	171	7	84	3	0	0	2,524

Table C 7 (contd.)

State	Year	Administrators	%	Teachers	%	Teacher Aides	%	Curriculum Specialists	%	Supporting Staff	%	Clerical Staff	%	Other Staff	%	Total Staff
South Dakota	1979-80	6	1	457	45	491	49	0	0	17	2	7	1	33	3	1,010
	1980-81	4	0	404	44	437	48	2	0	10	1	3	0	58	6	918
	1981-82	3	0	388	49	350	45	0	0	3	0	0	0	41	5	785
	1982-83	3	0	348	48	371	51	0	0	0	0	0	0	2	0	725
	1983-84	3	0	359	48	386	51	0	0	2	0	0	0	0	0	750
	1984-85	2	0	347	51	319	47	0	0	6	1	1	0	0	0	675
	1985-86	4	1	372	61	232	38	0	0	1	0	1	0	0	0	611
	1986-87	2	0	338	49	340	50	0	0	2	0	1	0	0	0	682
	1987-88	5	1	299	45	359	54	0	0	7	1	0	0	0	0	669
	1988-89	5	1	305	46	356	53	0	0	1	0	0	0	0	0	667
	1989-90	3	0	355	48	386	52	0	0	1	0	0	0	0	0	744
	1990-91	3	0	359	48	384	51	0	0	2	0	1	0	3	0	751
Tennessee	1979-80	496	8	2,911	49	2,080	35	37	1	85	1	133	2	228	4	5,969
	1980-81	98	2	2,061	50	1,796	44	19	0	38	1	52	1	55	1	4,120
	1981-82	84	2	1,592	46	1,579	46	30	1	42	1	62	2	68	2	3,457
	1982-83	107	2	2,572	56	1,645	36	37	1	127	3	92	2	32	1	4,613
	1983-84	87	3	1,688	61	903	32	12	0	5	0	52	2	36	1	2,782
	1984-85	84	3	1,828	58	1,072	34	17	1	50	2	82	3	19	1	3,153
	1985-86	82	3	1,803	58	1,086	35	16	1	47	2	79	3	16	0	3,128
	1986-87	78	3	1,713	58	1,013	35	22	1	36	1	60	2	14	0	2,935
	1987-88	80	3	1,712	57	1,055	35	13	0	43	1	55	2	25	1	2,984
	1988-89	80	2	1,667	46	1,739	48	0	0	64	2	78	2	14	0	3,642
	1989-90	87	3	1,710	53	1,251	39	0	0	52	2	62	2	58	2	3,220
	1990-91	161	4	1,853	47	1,506	38	0	0	66	2	314	8	50	1	3,950
Texas	1979-80	1,662	12	5,068	36	5,734	41	343	2	666	5	292	2	187	1	13,951
	1980-81	231	2	5,980	44	5,824	43	147	1	978	7	279	2	201	1	13,640
	1981-82	306	2	6,352	36	9,112	52	173	1	957	5	319	2	293	2	17,512
	1982-83	274	2	5,690	36	8,163	52	155	1	858	5	289	2	263	2	15,690
	1983-84	252	3	3,777	43	3,744	43	90	1	363	4	335	4	182	2	8,743
	1984-85	810	5	7,102	45	6,613	42	73	0	534	3	387	2	184	1	15,703
	1985-86	570	5	4,855	39	6,111	49	188	1	247	2	404	3	169	1	12,544
	1986-87	110	1	3,535	39	4,767	52	67	1	273	3	310	3	88	1	9,149
	1987-88	139	1	4,672	42	5,254	48	91	1	383	3	326	3	135	1	11,001
	1988-89	228	2	5,637	40	7,357	52	0	0	428	3	426	3	117	1	14,192
	1989-90	159	1	4,601	37	6,341	52	0	0	449	4	513	4	212	2	12,275
	1990-91	165	1	4,153	33	7,253	58	0	0	303	2	387	3	245	2	12,506

Table C 7 (contd)

State	Year	Administrators	%	Teachers	%	Teacher Aides	%	Curriculum Specialists	%	Supporting Staff	%	Clerical Staff	%	Other Staff	%	Total Staff
Utah	1979-80	18	2	185	20	706	74	16	2	9	1	12	1	4	0	951
	1980-81	13	2	139	17	604	76	17	2	11	1	11	1	0	0	796
	1981-82	12	2	120	15	624	78	16	2	12	2	11	1	0	0	796
	1982-83	12	2	103	14	598	80	15	2	14	2	8	1	0	0	750
	1983-84	35	3	117	11	851	80	9	1	25	2	19	2	12	1	1,067
	1984-85	13	1	115	13	653	72	16	2	12	1	11	1	90	10	909
	1985-86	11	1	117	13	648	74	17	2	9	1	10	1	67	8	878
	1986-87	15	2	108	15	584	79	16	2	6	1	9	1	0	0	738
	1987-88	13	1	100	11	724	83	16	2	10	1	8	1	0	0	871
	1988-89	14	2	122	13	776	83	0	0	13	1	10	1	0	0	934
	1989-90	13	1	118	12	789	83	0	0	16	2	12	1	0	0	948
	1990-91	16	2	118	12	858	84	0	0	15	1	13	1	2	0	1,023
Vermont	1979-80	17	3	232	46	224	44	5	1	20	4	10	2	0	0	509
	1980-81	19	4	216	46	199	43	0	0	16	3	15	3	0	0	466
	1981-82	13	3	188	48	166	42	0	0	9	2	9	2	6	2	391
	1982-83	12	4	162	49	142	43	0	0	6	2	8	2	4	1	333
	1983-84	12	3	174	47	164	45	3	1	11	3	5	1	0	0	367
	1984-85	15	4	197	47	182	43	0	0	6	1	21	5	0	0	421
	1985-86	15	3	205	48	193	45	2	0	12	3	1	0	0	0	428
	1986-87	17	4	182	46	186	47	0	0	1	0	11	3	1	0	398
	1987-88	15	4	196	47	196	47	2	0	8	2	2	0	0	0	419
	1988-89	15	3	207	46	217	48	0	0	2	0	11	2	0	0	452
	1989-90	19	4	197	45	208	48	0	0	2	0	11	3	1	0	437
	1990-91	13	3	209	47	209	47	0	0	3	1	9	2	2	0	443
Virginia	1979-80	114	2	1,760	35	2,630	52	93	2	195	4	162	3	78	2	5,032
	1980-81	104	2	1,715	35	2,442	50	68	1	221	5	273	6	61	1	4,882
	1981-82	107	3	1,486	40	1,716	46	62	2	157	4	145	4	61	2	3,733
	1982-83	87	3	1,405	42	1,498	45	47	1	110	3	136	4	50	2	3,334
	1983-84	86	3	1,416	45	1,340	42	53	2	94	3	133	4	42	1	3,165
	1984-85	84	3	1,360	46	1,214	41	64	2	92	3	120	4	33	1	2,966
	1985-86	77	3	1,280	49	1,008	38	52	2	69	3	106	4	31	1	2,623
	1986-87	69	3	1,225	51	867	36	42	2	64	3	100	4	31	1	2,397
	1987-88	66	3	1,302	52	898	36	34	1	49	2	106	4	26	1	2,481
	1988-89	78	3	1,279	54	808	34	0	0	55	2	101	4	45	2	2,366
	1989-90	72	3	1,351	52	910	35	0	0	109	4	120	5	47	2	2,609
	1990-91	73	3	1,484	54	946	34	0	0	73	3	115	4	75	3	2,766

Table C 7 (contd.)

State	Year	Administrators	%	Teachers	%	Teacher Aides	%	Curriculum Specialists	%	Supporting Staff	%	Clerical Staff	%	Other Staff	%	Total Staff
Washington	1979-80	48	3	758	48	675	43	7	0	54	3	33	2	9	1	1,584
	1980-81	73	4	805	48	672	40	16	1	48	3	44	3	24	1	1,682
	1981-82	38	3	677	51	531	40	8	1	32	2	29	2	12	1	1,327
	1982-83	34	3	665	50	576	43	3	0	26	2	26	2	0	0	1,329
	1983-84	35	3	683	50	579	43	0	0	24	2	32	2	0	0	1,353
	1984-85	36	3	661	50	560	43	3	0	0	0	26	2	28	2	1,314
	1985-86	78	4	932	52	682	38	19	1	36	2	49	3	0	0	1,797
	1986-87	34	3	644	50	554	43	10	1	25	2	27	2	0	0	1,293
	1987-88	30	2	648	49	580	44	12	1	24	2	26	2	0	0	1,321
	1988-89	32	2	633	48	585	44	0	0	30	2	25	2	12	1	1,317
	1989-90	29	2	586	46	589	47	0	0	20	2	27	2	11	1	1,263
	1990-91	28	2	578	44	640	49	0	0	24	2	26	2	13	1	1,310
West Virginia	1979-80	55	3	701	34	1,102	53	36	2	53	3	67	3	46	2	2,061
	1980-81	53	3	638	33	1,081	56	34	2	45	2	63	3	31	2	1,945
	1981-82	53	3	549	33	876	54	32	2	40	2	63	4	26	2	1,638
	1982-83	42	3	494	34	812	56	25	2	25	2	50	3	0	0	1,449
	1983-84	37	3	520	39	716	53	16	1	13	1	43	3	0	0	1,346
	1984-85	43	3	571	41	695	50	22	2	13	1	46	3	8	1	1,397
	1985-86	36	3	566	43	651	49	18	1	8	1	42	3	9	1	1,330
	1986-87	34	3	542	44	584	48	16	1	8	1	37	3	7	1	1,228
	1987-88	34	3	569	46	571	46	17	1	4	0	39	3	8	1	1,242
	1988-89	61	5	590	47	533	43	0	0	22	2	39	3	9	1	1,252
	1989-90	42	3	644	52	482	39	0	0	20	2	37	3	9	1	1,234
	1990-91	46	3	768	56	491	36	0	0	12	1	31	2	18	1	1,364
Wisconsin	1979-80	105	3	1,478	48	1,246	40	30	1	132	4	75	2	21	1	3,087
	1980-81	48	2	1,441	51	1,113	39	23	1	108	4	69	2	16	1	2,818
	1981-82	36	1	1,710	62	856	31	17	1	15	1	96	3	27	1	2,757
	1982-83	443	20	1,295	59	391	18	0	0	81	4	0	0	0	0	2,209
	1983-84	44	2	1,222	67	465	26	0	0	12	1	55	3	13	1	1,812
	1984-85	44	2	1,241	65	536	28	0	0	32	2	39	2	9	0	1,901
	1985-86	41	2	1,311	69	473	25	0	0	39	2	32	2	7	0	1,902
	1986-87	38	2	1,221	66	534	29	0	0	5	0	30	2	30	2	1,858
	[illegible]-88	38	2	1,285	69	478	26	0	0	6	0	34	2	29	2	1,870
	1988-89	38	2	1,229	68	459	26	0	0	0	0	32	2	40	2	1,799
	1989-90	46	3	1,190	69	423	24	0	0	0	0	31	2	45	3	1,735
	1990-91	33	2	1,258	69	467	26	0	0	0	0	26	1	31	2	1,815

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Table C 7 (contd)

State	Year	Administrators	%	Teachers	%	Teacher Aides	%	Curriculum Specialists	%	Supporting Staff	%	Clerical Staff	%	Other Staff	%	Total Staff
Wyoming	1979-80	11	5	119	52	88	39	0	0	5	2	4	2	1	0	228
	1980-81	6	3	117	56	83	40	0	0	2	1	2	1	1	0	209
	1981-82	54	28	98	50	34	17	0	0	5	2	3	1	2	1	194
	1982-83	3	2	94	66	38	27	0	0	5	4	2	2	0	0	142
	1983-84	3	2	97	63	49	32	0	0	3	2	2	1	0	0	154
	1984-85	3	2	97	60	58	35	1	0	3	2	2	1	0	0	163
	1985-86	5	3	92	55	66	39	0	0	3	2	3	2	0	0	169
	1986-87	4	3	87	52	68	40	3	2	3	2	3	2	1	1	169
	1987-88	4	2	98	55	75	42	1	1	0	0	0	0	1	0	179
	1988-89	5	3	85	53	67	42	0	0	1	0	3	2	0	0	160
	1989-90	3	2	126	63	65	32	0	0	1	0	1	1	5	2	201
	1990-91	7	4	111	54	76	37	0	0	1	0	6	3	5	3	205

Table C.8

Number and Percent of Chapter 1 Participants by Racial/Ethnic Classification and by State
1979-80 through 1990-91

State	Year	Native American	%	Asian or Pacific Islander	%	Black, not Hispanic	%	Hispanic	%	White, not Hispanic	%	Total
Nation	1979-80	91,288	2	82,396	2	1,371,304	30	702,940	15	2,324,433	51	4,572,362
	1980-81	92,037	2	94,083	2	1,299,725	30	859,108	20	2,049,795	47	4,394,748
	1981-82	70,429	2	61,360	2	1,002,116	29	582,408	17	1,699,030	50	3,415,343
	1982-83	73,786	2	64,935	2	1,040,510	30	730,669	21	1,558,123	45	3,468,023
	1983-84	66,007	2	122,131	3	1,122,407	28	924,517	23	1,747,691	44	3,982,753
	1984-85	78,367	2	96,503	2	1,252,817	29	898,994	21	1,962,436	46	4,289,117
	1985-86	82,357	2	110,627	2	1,319,907	28	1,106,902	24	2,089,988	44	4,709,781
	1986-87	70,894	2	128,691	3	1,301,106	28	1,144,865	24	2,054,558	44	4,700,114
	1987-88	81,547	2	144,944	3	1,367,197	28	1,231,874	25	2,121,428	43	4,946,990
	1988-89	84,474	2	143,464	3	1,368,893	27	1,275,526	25	2,165,591	43	5,037,948
	1989-90	84,907	2	159,270	3	1,445,326	28	1,359,025	26	2,162,953	42	5,211,481
	1990-91	92,219	2	164,527	3	1,487,977	28	1,439,549	27	2,183,894	41	5,368,166
Alabama	1979-80	409	0	207	0	66,288	51	57	0	63,937	49	130,898
	1980-81	323	0	327	0	68,818	52	72	0	62,086	47	131,626
	1981-82	271	0	230	0	66,529	54	95	0	56,060	46	123,185
	1982-83	370	0	161	0	60,506	55	106	0	49,800	45	110,943
	1983-84	318	0	170	0	54,694	52	1,263	1	47,779	46	104,224
	1984-85	161	0	313	0	63,875	55	98	0	51,440	44	115,887
	1985-86	252	0	223	0	64,039	54	108	0	53,033	45	117,655
	1986-87	113	0	216	0	63,156	55	89	0	51,204	45	114,778
	1987-88	161	0	190	0	66,369	55	277	0	54,062	45	121,059
	1988-89	467	0	244	0	68,472	56	164	0	53,299	43	122,646
	1989-90	652	1	227	0	73,806	57	187	0	55,156	42	130,028
	1990-91	635	0	380	0	72,228	56	210	0	55,678	43	129,131
Alaska	1979-80	3,255	59	90	2	272	5	76	1	1,789	33	5,482
	1980-81	2,443	52	78	2	243	5	88	2	1,836	39	4,688
	1981-82	2,747	58	96	2	238	5	67	1	1,627	34	4,775
	1982-83	2,568	56	83	2	243	5	91	2	1,579	35	4,564
	1983-84	2,391	54	84	2	233	5	71	2	1,613	37	4,392
	1984-85	2,034	48	114	3	236	6	95	2	1,738	41	4,217
	1985-86	2,053	48	93	2	290	7	93	2	1,772	41	4,301
	1986-87	2,448	52	83	2	352	7	107	2	1,750	37	4,740
	1987-88	2,552	50	84	2	319	6	109	2	1,993	39	5,057
	1988-89	3,851	58	123	2	320	5	121	2	2,225	34	6,640
	1989-90	3,044	53	140	2	307	5	136	2	2,133	37	5,760
	1990-91	3,129	54	116	2	363	6	112	2	2,108	36	5,828

Table C.8 (contd.)

State	Year	Native American	%	Asian or Pacific Islander	%	Black, not Hispanic	%	Hispanic	%	White, not Hispanic	%	Total
Arizona	1979-80	16,458	24	468	1	3,825	6	25,704	38	20,742	31	67,197
	1980-81	12,468	19	696	1	5,211	8	28,809	44	18,846	29	66,030
	1981-82	7,764	18	525	1	1,977	5	13,935	32	18,942	44	43,143
	1982-83	12,903	31	438	1	2,040	5	14,301	35	11,325	28	41,007
	1983-84	5,766	13	669	2	1,722	4	18,060	42	16,560	39	42,777
	1984-85	8,373	18	348	1	1,761	4	13,668	30	21,303	47	45,453
	1985-86	16,581	26	546	1	2,886	5	21,306	34	21,504	34	62,823
	1986-87	6,831	13	729	1	3,864	8	20,586	40	19,095	37	51,105
	1987-88	14,276	26	537	1	2,336	4	18,978	35	18,655	34	54,782
	1988-89	13,835	21	579	1	3,867	6	25,760	39	22,762	34	66,803
	1989-90	14,296	21	598	1	3,996	6	26,618	39	23,521	34	69,029
	1990-91	15,311	19	626	1	5,043	6	32,920	41	26,883	33	80,783
Arkansas	1979-80	124	0	244	0	35,992	43	205	0	47,036	56	83,601
	1980-81	100	0	343	0	33,980	42	189	0	46,576	57	81,188
	1981-82	102	0	230	0	28,966	41	197	0	41,398	58	70,893
	1982-83	111	0	293	0	26,751	40	179	0	39,271	59	66,605
	1983-84	127	0	250	0	26,585	40	207	0	39,886	59	67,055
	1984-85	157	0	294	0	27,392	41	229	0	38,787	58	66,859
	1985-86	159	0	245	0	23,932	36	237	0	41,155	63	65,728
	1986-87	107	0	259	0	25,773	41	189	0	36,132	58	62,460
	1987-88	120	0	250	0	25,428	40	232	0	37,390	59	63,420
	1988-89	119	0	237	0	27,508	41	306	0	39,701	58	67,871
	1989-90	147	0	209	0	27,290	41	340	1	39,237	58	67,223
	1990-91	199	0	334	0	30,187	42	404	1	40,926	57	72,050
California	1979-80	4,936	1	31,268	6	54,855	10	127,669	23	329,133	60	547,862
	1980-81	5,158	1	31,173	6	72,372	14	213,869	42	191,345	37	513,917
	1981-82	0	0	0	0	0	0	0	0	0	0	0
	1982-83	5,575	1	33,449	6	83,628	15	167,242	30	267,587	48	557,481
	1983-84	4,498	1	45,491	7	116,007	18	298,602	47	165,512	26	630,110
	1984-85	4,898	1	46,755	8	107,228	17	306,615	49	157,545	25	623,041
	1985-86	4,466	1	53,251	8	107,750	17	322,917	50	151,190	24	639,574
	1986-87	5,385	1	70,355	9	115,804	15	397,510	52	172,148	23	761,202
	1987-88	6,696	1	83,942	10	137,049	16	434,433	50	200,056	23	862,176
	1988-89	6,082	1	82,685	9	125,678	14	466,336	53	200,798	23	881,579
	1989-90	6,939	1	96,747	9	161,012	16	538,761	52	228,452	22	1,031,911
	1990-91	6,988	1	99,937	10	139,608	14	548,912	54	213,916	21	1,009,361

Table C 8 (contd.)

State	Year	Native American	%	Asian or Pacific Islander	%	Black, not Hispanic	%	Hispanic	%	White, not Hispanic	%	Total
Colorado	1979-80	478	1	821	2	1,019	3	13,948	38	20,618	56	36,884
	1980-81	499	1	1,004	3	2,130	6	13,946	37	20,146	53	37,725
	1981-82	379	1	893	3	2,058	6	12,604	38	17,402	52	33,336
	1982-83	386	1	903	3	2,488	7	12,318	37	17,590	52	33,685
	1983-84	353	1	1,911	5	1,891	5	12,628	36	18,036	52	34,819
	1984-85	467	1	806	2	3,288	9	14,430	38	19,140	50	38,131
	1985-86	536	1	824	2	3,841	10	14,475	37	19,420	50	39,096
	1986-87	538	1	679	2	3,408	9	13,444	37	18,019	50	36,088
	1987-88	556	2	650	2	3,694	10	13,546	37	17,918	49	36,364
	1988-89	592	2	690	2	3,713	10	14,987	39	18,500	48	38,482
	1989-90	654	2	581	2	3,756	10	14,887	40	17,638	47	37,516
	1990-91	706	2	546	1	3,389	9	15,105	40	18,054	48	37,800
Connecticut	1979-80	0	0	0	0	0	0	0	0	0	0	0
	1980-81	0	0	0	0	0	0	0	0	0	0	0
	1981-82	0	0	0	0	0	0	0	0	0	0	0
	1982-83	0	0	0	0	0	0	0	0	0	0	0
	1983-84	0	0	0	0	0	0	0	0	0	0	0
	1984-85	54	0	984	2	10,992	25	11,001	25	21,295	48	44,326
	1985-86	42	0	1,027	2	13,167	25	13,729	26	24,139	46	52,104
	1986-87	64	0	1,397	3	13,301	24	15,080	28	24,632	45	54,474
	1987-88	41	0	1,436	3	12,741	23	14,966	27	25,869	47	55,053
	1988-89	51	0	1,526	3	13,961	23	16,811	28	27,212	46	59,561
	1989-90	58	0	1,060	2	10,521	22	13,810	28	23,122	48	48,571
	1990-91	78	0	1,062	2	10,528	21	13,956	28	24,204	49	49,828
Delaware	1979-80	25	0	31	0	4,942	41	1,104	9	6,065	50	12,167
	1980-81	20	0	63	1	4,416	41	475	4	5,897	54	10,871
	1981-82	17	0	62	1	3,630	41	318	4	4,811	54	8,838
	1982-83	14	0	53	1	3,556	41	440	5	4,601	53	8,664
	1983-84	11	0	51	1	3,601	41	339	4	4,793	54	8,795
	1984-85	8	0	60	1	4,330	41	370	4	5,700	54	10,468
	1985-86	23	0	67	1	3,974	41	459	5	5,144	53	9,667
	1986-87	14	0	74	1	4,331	40	493	5	5,833	54	10,745
	1987-88	21	0	80	1	4,474	42	497	5	5,635	53	10,707
	1988-89	22	0	72	1	4,216	42	526	5	5,160	52	9,996
	1989-90	12	0	10	0	4,304	42	634	6	5,366	52	10,326
	1990-91	14	0	75	1	4,405	43	574	6	5,093	50	10,161

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Table C.8 (contd.)

State	Year	Native American	%	Asian or Pacific Islander	%	Black, not Hispanic	%	Hispanic	%	White, not Hispanic	%	Total
District of Columbia	1979-80	0	0	0	0	0	0	0	0	0	0	0
	1980-81	0	0	0	0	0	0	0	0	0	0	0
	1981-82	0	0	0	0	0	0	0	0	0	0	0
	1982-83	0	0	0	0	0	0	0	0	0	0	0
	1983-84	13	0	261	2	11,568	88	918	7	315	2	13,075
	1984-85	2	0	64	0	15,508	98	196	1	38	0	15,808
	1985-86	0	0	71	0	15,689	97	400	2	53	0	16,213
	1986-87	0	0	22	0	15,424	97	481	3	54	0	15,981
	1987-88	0	0	22	0	15,784	97	368	2	91	1	16,265
	1988-89	0	0	33	0	12,311	96	404	3	137	1	12,885
	1989-90	1	0	17	0	12,347	96	393	3	164	1	12,922
	1990-91	1	0	35	0	13,765	95	520	4	115	1	14,436
Florida	1979-80	131	0	477	0	67,235	43	8,128	5	81,952	52	157,923
	1980-81	306	0	920	1	64,965	42	12,717	8	74,311	48	153,219
	1981-82	133	0	746	1	64,815	50	11,310	9	53,427	41	130,431
	1982-83	288	0	911	1	65,627	46	21,932	15	54,533	38	143,291
	1983-84	165	0	1,047	1	68,394	46	22,219	15	57,801	39	149,626
	1984-85	396	0	802	1	73,738	47	19,899	13	62,041	40	156,876
	1985-86	212	0	910	1	70,448	46	16,251	11	63,778	42	151,599
	1986-87	233	0	908	1	62,880	46	13,788	10	57,646	43	135,455
	1987-88	210	0	779	1	64,648	47	14,923	11	55,582	41	136,142
	1988-89	226	0	1,068	1	71,094	47	19,338	13	58,644	39	150,370
	1989-90	251	0	1,272	1	84,471	49	29,644	17	56,652	33	172,290
	1990-91	342	0	1,547	1	84,320	49	20,395	12	64,783	38	171,387
Georgia	1979-80	20	0	427	0	97,902	61	309	0	60,997	38	159,655
	1980-81	54	0	369	0	93,390	59	312	0	65,010	41	159,135
	1981-82	21	0	576	1	367	1	603	1	60,069	97	61,636
	1982-83	27	0	384	0	64,029	56	216	0	49,308	43	113,964
	1983-84	15	0	210	0	78,777	59	630	0	54,051	40	133,683
	1984-85	51	0	600	0	112,242	66	540	0	57,330	34	170,763
	1985-86	31	0	499	0	61,323	50	614	1	60,140	49	122,607
	1986-87	33	0	575	0	82,873	61	637	0	51,706	38	135,824
	1987-88	37	0	580	0	84,440	61	629	0	53,670	39	139,356
	1988-89	48	0	578	0	83,273	60	817	1	54,672	39	139,388
	1989-90	51	0	576	0	86,729	61	1,038	1	54,133	38	142,527
	1990-91	47	0	576	0	86,327	61	1,340	1	54,264	38	142,554

Table C.8 (contd.)

State	Year	Native American	%	Asian or Pacific Islander	%	Black, not Hispanic	%	Hispanic	%	White, not Hispanic	%	Total
Hawaii	1979-80	17	0	12,050	77	224	1	1,303	8	2,033	13	15,627
	1980-81	27	0	12,273	78	239	2	829	5	2,421	15	15,789
	1981-82	5	0	8,823	77	220	2	702	6	1,732	15	11,482
	1982-83	5	0	7,773	77	155	2	1,176	12	978	10	10,087
	1983-84	22	0	8,026	80	150	1	1,048	10	846	8	10,092
	1984-85	31	0	9,853	80	167	1	1,174	10	1,053	9	12,278
	1985-86	38	0	11,399	81	211	1	1,282	9	1,228	9	14,158
	1986-87	25	0	11,469	80	226	2	1,238	9	1,322	9	14,280
	1987-88	34	0	11,584	81	227	2	1,220	9	1,243	9	14,308
	1988-89	58	0	12,601	82	264	2	1,146	7	1,294	8	15,363
	1989-90	35	0	12,103	81	288	2	1,216	8	1,324	9	14,966
	1990-91	41	0	11,655	80	292	2	1,230	8	1,389	10	14,607
Idaho	1979-80	399	2	111	1	73	0	1,252	8	14,199	89	16,034
	1980-81	359	2	144	1	55	0	1,385	9	13,552	87	15,495
	1981-82	379	3	139	1	50	0	1,174	9	11,802	87	13,544
	1982-83	357	3	192	1	65	0	1,239	9	12,145	87	13,998
	1983-84	414	3	262	2	51	0	1,557	10	13,714	86	15,998
	1984-85	411	3	232	2	71	0	1,408	9	13,168	86	15,290
	1985-86	573	3	185	1	84	0	1,851	11	14,136	84	16,829
	1986-87	357	2	143	1	107	1	3,928	22	13,322	75	17,857
	1987-88	436	2	115	1	95	1	2,105	11	16,218	85	18,969
	1988-89	539	3	136	1	77	0	2,020	10	17,959	87	20,731
	1989-90	521	2	136	1	102	0	2,590	11	20,392	86	23,741
	1990-91	663	3	176	1	156	1	2,582	12	18,607	84	22,184
Illinois	1979-80	174	0	1,211	1	80,229	50	10,653	7	66,789	42	159,056
	1980-81	467	0	1,122	1	80,480	51	10,366	7	66,568	42	159,003
	1981-82	209	0	1,204	1	68,188	48	12,223	9	59,962	42	141,786
	1982-83	602	0	1,094	1	61,815	50	10,494	8	50,684	41	124,689
	1983-84	235	0	1,341	1	71,513	49	12,583	9	59,905	41	145,577
	1984-85	298	0	1,191	1	74,437	50	14,887	10	58,060	39	148,873
	1985-86	145	0	1,449	1	76,343	47	19,134	12	65,544	40	162,615
	1986-87	164	0	1,428	1	74,945	47	20,462	13	62,463	39	159,462
	1987-88	178	0	1,237	1	73,248	46	22,737	14	62,705	39	160,105
	1988-89	249	0	1,356	1	66,780	44	21,027	14	63,215	41	152,627
	1989-90	169	0	1,346	1	70,907	46	20,523	13	62,424	40	155,369
	1990-91	194	0	1,148	1	75,213	47	20,401	13	63,446	40	160,402

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Table C-8 (contd.)

State	Year	Native American	%	Asian or Pacific Islander	%	Black, not Hispanic	%	Hispanic	%	White, not Hispanic	%	Total
Indiana	1979-80	169	0	380	0	17,231	17	2,276	2	84,368	81	104,424
	1980-81	108	0	350	0	11,511	13	1,872	2	78,039	85	91,880
	1981-82	92	0	342	0	11,125	13	1,802	2	75,058	85	88,419
	1982-83	75	0	336	0	18,204	20	1,863	2	72,449	78	92,927
	1983-84	66	0	385	0	18,198	19	5,657	6	71,573	75	95,879
	1984-85	83	0	350	0	19,081	19	1,855	2	79,016	79	100,385
	1985-86	60	0	400	0	22,026	21	2,365	2	82,142	77	106,993
	1986-87	59	0	340	0	20,557	20	2,483	2	78,763	77	102,202
	1987-88	73	0	318	0	18,104	18	2,339	2	77,935	79	98,769
	1988-89	88	0	353	0	20,323	20	2,947	3	79,658	77	103,369
	1989-90	93	0	328	0	20,861	22	2,373	2	73,308	76	96,963
	1990-91	104	0	373	0	22,370	24	2,597	3	68,814	73	94,258
Iowa	1979-80	205	0	440	1	2,174	5	711	2	43,077	92	46,607
	1980-81	155	0	486	1	2,150	5	553	1	38,711	92	42,055
	1981-82	127	0	538	1	1,907	5	523	1	37,032	92	40,127
	1982-83	121	0	527	1	1,931	5	518	1	37,128	92	40,225
	1983-84	88	0	383	1	1,413	5	368	1	27,189	92	29,441
	1984-85	131	0	263	1	1,183	5	316	1	24,394	93	26,287
	1985-86	153	1	226	1	1,190	5	361	1	23,530	92	25,460
	1986-87	213	1	330	1	1,799	5	523	1	33,013	92	35,878
	1987-88	208	1	313	1	1,820	4	539	1	38,041	93	40,921
	1988-89	398	1	327	1	1,914	5	616	1	37,837	92	41,092
	1989-90	387	1	325	1	1,731	4	564	1	36,429	92	39,436
	1990-91	522	1	357	1	1,662	4	618	2	35,471	92	38,630
Kansas	1979-80	428	1	542	1	7,344	18	2,302	6	30,268	74	40,884
	1980-81	392	1	976	3	7,857	20	2,372	6	27,263	70	38,860
	1981-82	417	1	1,018	3	7,495	21	1,838	5	25,600	70	36,368
	1982-83	227	1	1,113	3	7,397	19	2,337	6	27,065	71	38,139
	1983-84	249	1	801	2	6,724	19	2,175	6	25,031	72	34,980
	1984-85	321	1	834	2	7,735	20	3,284	9	26,419	68	38,593
	1985-86	298	1	724	2	8,078	23	2,493	7	23,913	67	35,506
	1986-87	340	1	705	2	7,605	22	2,507	7	23,049	67	34,206
	1987-88	287	1	679	2	7,491	21	2,592	7	23,959	68	35,008
	1988-89	346	1	552	2	7,629	22	2,744	8	23,644	68	34,915
	1989-90	289	1	605	2	8,014	23	2,856	8	23,741	67	35,505
	1990-91	326	1	513	2	7,461	22	3,045	9	22,144	66	33,489

Table C 8 (contd)

State	Year	Native American	%	Asian or Pacific Islander	%	Black, not Hispanic	%	Hispanic	%	White, not Hispanic	%	Total
Kentucky	1979-80	39	0	142	0	12,924	11	78	0	100,969	88	114,152
	1980-81	207	0	158	0	12,413	11	92	0	100,936	89	113,806
	1981-82	12	0	189	0	11,499	10	77	0	107,203	90	118,980
	1982-83	0	0	0	0	0	0	0	0	0	0	0
	1983-84	27	0	252	0	10,965	11	739	1	86,231	88	98,214
	1984-85	25	0	350	0	12,801	12	157	0	90,907	87	104,240
	1985-86	17	0	240	0	12,797	13	114	0	88,324	87	101,492
	1986-87	21	0	200	0	11,801	13	99	0	80,046	87	92,167
	1987-88	14	0	168	0	11,336	13	153	0	76,695	87	88,366
	1988-89	0	0	146	0	11,215	12	149	0	79,168	87	90,678
	1989-90	24	0	192	0	12,632	13	329	0	86,498	87	99,675
	1990-91	20	0	182	0	12,845	13	382	0	84,357	86	97,786
Louisiana	1979-80	631	0	204	0	109,535	67	659	0	52,079	32	163,108
	1980-81	506	0	321	0	91,080	64	455	0	49,133	35	141,495
	1981-82	494	0	544	0	70,973	65	508	0	36,562	34	109,081
	1982-83	407	0	1,141	1	60,532	60	1,023	1	37,940	38	101,043
	1983-84	478	0	1,124	1	61,088	62	982	1	35,237	36	98,909
	1984-85	829	1	692	1	66,777	61	938	1	40,336	37	109,572
	1985-86	686	1	558	1	65,890	61	1,919	2	39,212	36	108,265
	1986-87	547	1	848	1	67,086	63	693	1	37,290	35	106,464
	1987-88	664	1	611	1	67,760	63	703	1	37,798	35	107,536
	1988-89	540	0	508	0	68,295	63	715	1	38,346	35	108,404
	1989-90	511	0	508	0	66,569	65	529	1	34,320	34	102,437
	1990-91	590	1	566	1	68,943	63	923	1	37,769	35	108,791
Maine	1979-80	0	0	0	0	0	0	0	0	0	0	0
	1980-81	0	0	0	0	0	0	0	0	0	0	0
	1981-82	0	0	0	0	0	0	0	0	0	0	0
	1982-83	0	0	0	0	0	0	0	0	0	0	0
	1983-84	0	0	0	0	0	0	0	0	0	0	0
	1984-85	93	0	167	1	89	0	49	0	24,209	98	24,607
	1985-86	120	1	205	1	144	1	61	0	21,223	98	21,753
	1986-87	90	0	188	1	145	1	367	1	25,216	97	26,006
	1987-88	111	0	153	1	188	1	252	1	23,782	97	24,486
	1988-89	93	0	153	1	163	1	358	1	26,036	97	26,803
	1989-90	142	1	138	1	173	1	197	1	24,947	97	25,597
	1990-91	94	0	153	1	199	1	119	0	25,723	98	26,288

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Table C-8 (contd.)

State	Year	Native American	%	Asian or Pacific Islander	%	Black, not Hispanic	%	Hispanic	%	White, not Hispanic	%	Total
Maryland	1979-80	129	0	697	1	32,734	52	613	1	29,110	46	63,283
	1980-81	130	0	765	1	39,901	58	1,121	2	27,355	39	69,272
	1981-82	101	0	879	2	25,506	51	873	2	22,943	46	50,302
	1982-83	99	0	860	2	32,213	57	1,839	3	21,026	38	56,037
	1983-84	268	0	1,090	2	35,286	61	1,423	2	20,071	35	58,138
	1984-85	158	0	1,045	2	37,205	56	1,097	2	26,411	40	65,916
	1985-86	179	0	809	1	42,354	60	1,148	2	26,362	37	70,852
	1986-87	149	0	839	1	31,313	54	1,435	2	23,971	42	57,707
	1987-88	140	0	914	1	33,808	55	1,561	3	24,533	40	60,956
	1988-89	147	0	1,227	2	45,099	58	3,320	4	27,564	36	77,357
	1989-90	137	0	1,157	2	39,560	58	2,215	3	24,854	37	67,923
	1990-91	235	0	1,318	2	41,942	60	7,449	11	18,957	27	69,901
Massachusetts	1979-80	114	0	468	1	8,940	11	5,259	6	66,798	82	81,579
	1980-81	64	0	1,212	1	14,706	16	11,499	12	66,072	71	93,553
	1981-82	91	0	1,686	2	9,120	11	5,290	7	65,119	80	81,306
	1982-83	112	0	1,387	2	9,645	13	5,003	7	56,354	78	72,501
	1983-84	189	0	2,716	3	11,639	12	15,163	15	68,327	70	98,034
	1984-85	196	0	2,177	2	10,380	12	6,735	8	69,130	78	88,618
	1985-86	290	0	2,131	3	11,999	14	12,734	15	57,668	68	84,822
	1986-87	129	0	2,799	4	11,152	14	10,669	13	54,606	69	79,355
	1987-88	145	0	2,730	4	11,619	15	14,010	18	49,326	63	77,830
	1988-89	137	0	3,319	4	9,947	13	13,755	18	47,637	64	74,795
	1989-90	181	0	4,047	5	11,322	15	14,727	20	45,073	60	75,350
	1990-91	223	0	3,742	5	11,075	15	15,344	20	45,048	60	75,432
Michigan	1979-80	2,337	1	741	0	65,034	38	5,373	3	95,934	57	169,419
	1980-81	1,404	1	804	1	60,519	38	4,389	3	91,887	58	159,003
	1981-82	1,890	1	912	1	52,098	36	3,975	3	84,171	59	143,046
	1982-83	1,525	1	951	1	45,400	35	3,824	3	77,213	60	128,913
	1983-84	1,391	1	885	1	50,726	37	4,243	3	81,374	59	138,619
	1984-85	1,618	1	1,065	1	52,761	37	4,383	3	82,383	58	142,210
	1985-86	1,480	1	893	1	57,356	38	4,733	3	87,611	58	152,073
	1986-87	1,330	1	849	1	52,741	36	4,478	3	86,103	59	145,501
	1987-88	1,362	1	982	1	54,302	36	4,788	3	87,711	59	149,145
	1988-89	1,373	1	1,026	1	54,710	36	4,923	3	88,733	59	150,765
	1989-90	1,432	1	1,818	1	46,856	33	6,554	5	86,610	60	143,270
	1990-91	1,553	1	981	1	55,341	35	5,464	3	96,467	60	159,806

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Table C 8 (contd.)

State	Year	Native American	%	Asian or Pacific Islander	%	Black, not Hispanic	%	Hispanic	%	White, not Hispanic	%	Total
Minnesota	1979-80	2,613	4	1,269	2	4,400	7	1,309	2	57,391	86	66,982
	1980-81	2,424	4	1,735	3	4,044	7	1,069	2	52,393	85	61,665
	1981-82	2,231	4	1,466	3	3,952	7	954	2	47,488	85	56,091
	1982-83	2,237	4	1,402	3	3,837	7	833	2	46,835	85	55,144
	1983-84	2,247	4	1,475	3	4,107	8	975	2	45,581	84	54,385
	1984-85	2,390	4	1,485	3	4,593	8	939	2	49,962	84	59,369
	1985-86	2,393	4	1,297	2	4,357	8	991	2	47,340	84	56,378
	1986-87	2,343	4	1,552	3	4,767	8	1,038	2	49,473	84	59,173
	1987-88	2,336	4	1,728	3	4,910	8	1,238	2	50,790	83	61,002
	1988-89	2,568	4	1,837	3	5,287	8	1,500	2	53,523	83	64,715
	1989-90	2,617	4	1,921	3	5,676	9	1,591	2	53,198	82	65,003
	1990-91	3,149	4	2,182	3	5,658	8	1,905	3	58,330	82	71,224
Mississippi	1979-80	90	0	215	0	91,092	69	138	0	40,276	31	131,811
	1980-81	104	0	343	0	90,070	69	316	0	40,566	31	131,399
	1981-82	90	0	242	0	85,059	71	745	1	33,530	28	119,666
	1982-83	86	0	205	0	80,197	71	177	0	31,678	28	112,343
	1983-84	96	0	210	0	70,352	70	305	0	29,108	29	100,071
	1984-85	130	0	196	0	69,756	69	1,016	1	30,168	30	101,266
	1985-86	96	0	243	0	64,541	69	427	0	27,653	30	92,960
	1986-87	121	0	966	1	65,967	70	114	0	27,515	29	94,683
	1987-88	164	0	250	0	71,255	70	117	0	29,336	29	101,122
	1988-89	156	0	242	0	73,200	70	145	0	30,943	30	104,686
	1989-90	174	0	399	0	86,851	70	334	0	35,876	29	123,634
	1990-91	232	0	298	0	103,346	71	115	0	41,201	28	145,192
Missouri	1979-80	94	0	396	0	28,284	32	493	1	58,141	67	87,408
	1980-81	66	0	461	0	32,012	34	451	0	62,497	65	95,487
	1981-82	83	0	385	0	28,000	32	489	1	57,585	67	86,542
	1982-83	0	0	0	0	0	0	0	0	0	0	0
	1983-84	0	0	0	0	0	0	0	0	0	0	0
	1984-85	93	0	358	0	26,502	30	628	1	61,713	69	89,294
	1985-86	69	0	276	0	21,787	27	624	1	58,702	72	81,458
	1986-87	72	0	251	0	21,255	27	588	1	56,980	72	79,146
	1987-88	82	0	290	0	22,299	27	886	1	59,220	72	82,777
	1988-89	116	0	204	0	18,081	27	581	1	46,971	71	65,953
	1989-90	100	0	193	0	19,863	30	472	1	45,344	69	65,972
	1990-91	785	1	556	1	15,589	21	782	1	56,200	76	73,912

Table C 8 (contd.)

State	Year	Native American	%	Asian or Pacific Islander	%	Black, not Hispanic	%	Hispanic	%	White, not Hispanic	%	Total
Montana	1979-80	0	0	0	0	0	0	0	0	0	0	0
	1980-81	0	0	0	0	0	0	0	0	0	0	0
	1981-82	0	0	0	0	0	0	0	0	0	0	0
	1982-83	0	0	0	0	0	0	0	0	0	0	0
	1983-84	0	0	0	0	0	0	0	0	0	0	0
	1984-85	2,610	19	208	2	66	0	294	2	10,250	76	13,428
	1985-86	2,539	19	117	1	85	1	253	2	10,347	78	13,341
	1986-87	2,499	18	116	1	77	1	272	2	10,963	79	13,927
	1987-88	2,294	19	116	1	67	1	249	2	9,503	78	12,229
	1988-89	2,738	20	106	1	75	1	212	2	10,831	78	13,962
	1989-90	2,744	19	145	1	74	1	295	2	10,814	77	14,072
	1990-91	2,621	19	97	1	79	1	307	2	10,697	78	13,801
Nebraska	1979-80	554	2	170	1	2,236	8	1,016	3	25,130	86	29,106
	1980-81	0	0	0	0	0	0	0	0	0	0	0
	1981-82	0	0	0	0	0	0	0	0	0	0	0
	1982-83	0	0	0	0	0	0	0	0	0	0	0
	1983-84	630	3	214	1	2,169	10	935	4	18,024	82	21,972
	1984-85	508	3	192	1	1,411	7	758	4	17,262	86	20,131
	1985-86	764	3	212	1	1,820	8	1,089	5	20,119	84	24,004
	1986-87	842	3	236	1	2,759	10	1,324	5	21,492	81	26,653
	1987-88	879	3	219	1	2,565	10	1,332	5	21,417	81	26,412
	1988-89	909	3	219	1	3,028	11	1,527	5	22,967	80	28,650
	1989-90	846	3	241	1	3,197	11	1,524	5	22,757	80	28,565
	1990-91	928	3	244	1	3,002	11	1,534	6	21,510	79	27,218
Nevada	1979-80	0	0	0	0	0	0	0	0	0	0	0
	1980-81	0	0	0	0	0	0	0	0	0	0	0
	1981-82	0	0	0	0	0	0	0	0	0	0	0
	1982-83	0	0	0	0	0	0	0	0	0	0	0
	1983-84	337	4	346	4	1,822	23	1,110	14	4,313	54	7,928
	1984-85	379	4	326	4	1,923	22	1,166	14	4,798	56	8,592
	1985-86	353	4	317	3	2,086	22	1,445	15	5,191	55	9,392
	1986-87	321	4	243	3	1,825	22	1,227	15	4,527	56	8,143
	1987-88	333	4	316	3	2,146	23	1,298	14	5,212	56	9,305
	1988-89	395	3	376	3	2,671	23	1,860	16	6,460	55	11,762
	1989-90	354	4	296	3	2,499	25	2,028	21	4,684	48	9,861
	1990-91	391	4	279	3	2,421	24	2,172	21	4,943	48	10,206

Table C 8 (contd.)

State	Year	Native American	%	Asian or Pacific Islander	%	Black, not Hispanic	%	Hispanic	%	White, not Hispanic	%	Total
New Hampshire	1979-80	0	0	0	0	0	0	0	0	0	0	0
	1980-81	0	0	0	0	0	0	0	0	0	0	0
	1981-82	0	0	0	0	0	0	0	0	0	0	0
	1982-83	0	0	0	0	0	0	0	0	0	0	0
	1983-84	3	0	60	1	87	1	85	1	8,067	97	8,302
	1984-85	7	0	86	1	126	1	98	1	10,409	97	10,726
	1985-86	9	0	92	1	115	1	103	1	11,473	97	11,792
	1986-87	3	0	83	1	101	1	107	1	11,007	97	11,301
	1987-88	7	0	73	1	128	1	119	1	11,295	97	11,622
	1988-89	0	0	65	1	156	1	117	1	11,603	97	11,941
	1989-90	9	0	81	1	161	1	195	2	12,037	96	12,483
	1990-91	16	0	78	1	149	1	321	2	12,585	96	13,149
New Jersey	1979-80	130	0	1,169	1	41,330	34	23,178	19	55,572	46	121,379
	1980-81	246	0	1,564	1	48,223	38	25,861	20	52,574	41	128,468
	1981-82	115	0	1,527	1	52,329	39	25,804	19	53,991	40	133,766
	1982-83	0	0	0	0	0	0	0	0	0	0	0
	1983-84	138	0	1,742	1	48,077	35	23,230	17	65,030	47	138,217
	1984-85	232	0	2,225	1	63,977	39	27,015	17	68,894	42	162,343
	1985-86	195	0	2,554	2	66,766	40	29,511	18	67,180	40	166,206
	1986-87	159	0	2,922	2	70,191	38	32,427	18	77,609	42	183,308
	1987-88	236	0	3,474	2	70,079	37	38,454	20	78,969	41	191,212
	1988-89	256	0	3,543	2	63,661	36	36,293	21	70,724	41	174,477
	1989-90	139	0	4,463	3	64,903	37	37,435	21	68,608	39	175,548
	1990-91	234	0	4,604	3	67,336	38	38,915	22	67,707	38	178,796
New Mexico	1979-80	6,010	18	128	0	739	2	19,228	59	6,429	20	32,534
	1980-81	6,055	18	233	1	763	2	19,996	59	6,752	20	33,799
	1981-82	5,575	17	287	1	637	2	19,116	58	7,326	22	32,941
	1982-83	4,416	16	261	1	649	2	16,848	61	5,408	20	27,582
	1983-84	4,497	16	313	1	628	2	16,668	60	5,656	20	27,762
	1984-85	5,353	18	240	1	684	2	17,441	59	5,606	19	29,324
	1985-86	6,120	19	298	1	772	2	18,851	59	5,663	18	31,704
	1986-87	5,346	18	198	1	734	3	17,527	60	5,290	18	29,095
	1987-88	5,659	18	175	1	815	3	18,368	59	6,148	20	31,165
	1988-89	5,488	17	237	1	846	3	18,886	60	6,233	20	31,690
	1989-90	5,785	17	138	0	841	2	21,137	62	6,180	18	34,081
	1990-91	7,113	18	248	1	1,012	3	23,390	60	7,259	19	39,022

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Table C 8 (contd.)

State	Year	Native American	%	Asian or Pacific Islander	%	Black, not Hispanic	%	Hispanic	%	White, not Hispanic	%	Total
New York	1979-80	0	0	0	0	0	0	0	0	0	0	0
	1980-81	0	0	0	0	0	0	0	0	0	0	0
	1981-82	0	0	0	0	0	0	0	0	0	0	0
	1982-83	0	0	0	0	0	0	0	0	0	0	0
	1983-84	0	0	0	0	0	0	0	0	0	0	0
	1984-85	0	0	0	0	0	0	0	0	0	0	0
	1985-86	1,227	0	11,574	3	108,292	32	103,156	30	118,389	35	342,638
	1986-87	1,485	0	11,127	3	97,971	30	93,887	29	117,025	36	321,495
	1987-88	962	0	12,893	4	110,300	31	111,303	31	121,016	34	356,474
	1988-89	2,122	1	8,954	3	114,623	32	94,896	27	134,993	38	355,588
	1989-90	1,253	0	11,554	3	118,197	33	105,877	29	126,706	35	363,587
	1990-91	1,555	0	10,712	3	133,734	33	127,255	32	126,243	32	399,499
North Carolina	1979-80	3,381	2	225	0	77,153	52	207	0	68,581	46	149,547
	1980-81	3,813	3	342	0	73,814	51	261	0	66,907	46	145,137
	1981-82	3,934	3	624	0	68,684	50	276	0	62,651	46	136,169
	1982-83	3,870	3	409	0	68,953	52	685	1	59,972	45	133,889
	1983-84	3,780	3	462	0	66,433	50	319	0	61,086	46	132,080
	1984-85	4,470	3	426	0	65,874	51	231	0	58,494	45	129,495
	1985-86	4,068	3	417	0	63,854	51	379	0	56,637	45	125,355
	1986-87	3,269	3	479	0	57,134	50	733	1	52,268	46	113,883
	1987-88	3,194	3	575	1	57,189	50	943	1	52,144	46	114,045
	1988-89	3,393	3	617	1	59,379	50	1,190	1	53,175	45	117,754
	1989-90	2,815	2	573	0	58,953	51	852	1	51,494	45	114,687
	1990-91	3,083	3	408	0	58,779	51	1,165	1	52,091	45	115,526
North Dakota	1979-80	1,189	12	78	1	28	0	115	1	8,511	86	9,921
	1980-81	1,062	11	81	1	48	1	96	1	8,166	86	9,453
	1981-82	859	12	45	1	9	0	98	1	6,322	86	7,333
	1982-83	0	0	0	0	0	0	0	0	0	0	0
	1983-84	881	10	61	1	43	0	66	1	7,885	88	8,936
	1984-85	847	9	66	1	87	1	66	1	8,065	88	9,131
	1985-86	834	9	70	1	82	1	76	1	8,050	88	9,112
	1986-87	882	10	60	1	98	1	80	1	8,011	88	9,131
	1987-88	905	10	41	0	103	1	89	1	8,272	88	9,410
	1988-89	1,027	10	66	1	111	1	123	1	8,959	87	10,286
	1989-90	1,039	10	55	1	113	1	93	1	8,890	87	10,192
	1990-91	1,028	10	67	1	114	1	106	1	8,722	87	10,037

Table C 8 (contd.)

State	Year	Native American	%	Asian or Pacific Islander	%	Black, not Hispanic	%	Hispanic	%	White, not Hispanic	%	Total
Ohio	1979-80	112	0	512	0	42,697	30	3,575	2	97,358	67	144,254
	1980-81	102	0	696	0	42,805	30	3,148	2	97,005	67	143,756
	1981-82	113	0	829	1	36,799	29	2,733	2	85,900	68	126,374
	1982-83	105	0	789	1	32,389	27	2,584	2	83,775	70	119,642
	1983-84	196	0	805	1	34,710	26	2,740	2	93,931	71	132,382
	1984-85	114	0	825	1	37,681	27	2,875	2	98,076	70	139,571
	1985-86	92	0	678	0	35,202	26	2,612	2	98,077	72	136,661
	1986-87	119	0	742	1	32,951	25	2,831	2	94,046	72	130,689
	1987-88	105	0	642	0	35,694	26	2,702	2	96,549	71	135,692
	1988-89	89	0	715	1	38,078	27	2,818	2	97,762	70	139,462
	1989-90	101	0	719	1	39,005	28	2,958	2	95,244	69	138,027
	1990-91	236	0	878	1	45,374	30	3,118	2	101,741	67	151,347
Oklahoma	1979-80	11,755	15	484	1	14,448	18	1,901	2	51,202	64	79,790
	1980-81	10,766	14	906	1	16,037	21	2,012	3	46,985	61	76,706
	1981-82	9,309	13	807	1	13,378	19	1,849	3	43,653	63	68,996
	1982-83	8,414	14	686	1	11,762	19	1,944	3	38,235	63	61,041
	1983-84	8,496	14	627	1	11,428	19	1,868	3	36,191	62	58,610
	1984-85	9,425	15	819	1	11,475	18	1,980	3	38,387	62	62,086
	1985-86	9,179	15	480	1	11,305	18	2,046	3	38,299	62	61,309
	1986-87	8,909	15	485	1	10,582	18	1,912	3	36,498	63	58,386
	1987-88	8,893	15	480	1	10,499	18	2,082	4	35,623	62	57,577
	1988-89	9,201	15	411	1	11,675	19	2,401	4	36,523	61	60,211
	1989-90	9,691	16	396	1	11,676	20	2,579	4	34,730	59	59,072
	1990-91	10,139	18	392	1	10,169	18	2,467	4	34,339	60	57,506
Oregon	1979-80	1,343	3	1,267	3	2,983	6	2,478	5	39,255	83	47,326
	1980-81	0	0	0	0	0	0	0	0	0	0	0
	1981-82	822	3	1,260	5	1,702	6	1,857	7	22,006	80	27,647
	1982-83	871	3	1,369	4	2,807	8	1,892	5	27,703	80	34,642
	1983-84	967	3	1,439	4	2,803	8	1,834	5	28,229	80	35,272
	1984-85	944	3	1,266	3	2,487	7	1,871	5	29,853	82	36,421
	1985-86	1,157	3	1,376	3	2,979	7	2,549	6	34,311	81	42,372
	1986-87	1,266	3	1,144	3	2,888	7	2,627	6	33,585	81	41,510
	1987-88	1,085	3	1,061	3	2,913	7	2,575	6	34,622	82	42,256
	1988-89	1,088	3	1,061	3	2,872	7	3,231	8	31,907	79	40,159
	1989-90	1,221	3	1,041	2	2,613	6	3,434	8	36,313	81	44,622
	1990-91	1,229	3	1,069	2	2,459	6	3,689	8	35,063	81	43,509

Table C 8 (contd.)

State	Year	Native American	%	Asian or Pacific Islander	%	Black, not Hispanic	%	Hispanic	%	White, not Hispanic	%	Total
Pennsylvania	1979-80	165	0	1,970	1	93,874	35	13,541	5	159,100	59	268,650
	1980-81	306	0	2,582	1	92,526	35	13,930	5	156,066	59	265,410
	1981-82	134	0	2,934	1	86,326	36	13,919	6	137,504	57	240,817
	1982-83	140	0	2,963	1	83,633	37	13,771	6	126,547	56	227,054
	1983-84	131	0	3,329	1	77,515	34	14,711	7	130,514	58	226,200
	1984-85	128	0	2,749	1	76,551	34	15,879	7	133,026	58	228,333
	1985-86	230	0	2,793	1	74,350	34	15,952	7	124,269	57	217,594
	1986-87	180	0	2,992	1	72,180	34	14,438	7	122,062	58	211,852
	1987-88	107	0	3,204	1	79,272	35	17,324	8	125,854	56	225,761
	1988-89	110	0	3,878	2	75,542	33	16,966	7	134,242	58	230,738
	1989-90	126	0	1,959	1	68,401	31	16,151	7	130,981	60	217,618
	1990-91	126	0	4,242	2	68,726	31	16,698	8	130,980	59	220,772
Rhode Island	1979-80	16	0	323	2	1,699	9	1,001	5	15,706	84	18,745
	1980-81	23	0	406	2	1,522	9	647	4	14,613	85	17,211
	1981-82	10	0	455	4	1,061	8	722	6	10,734	83	12,982
	1982-83	19	0	685	6	1,271	11	890	7	9,178	76	12,043
	1983-84	20	0	733	6	1,364	11	952	7	9,798	76	12,867
	1984-85	98	1	512	4	1,436	11	827	6	10,570	79	13,443
	1985-86	81	1	402	3	1,532	12	1,087	8	9,703	76	12,805
	1986-87	34	0	379	3	1,821	13	1,251	9	10,170	74	13,655
	1987-88	79	1	745	5	2,508	16	1,823	12	10,103	66	15,258
	1988-89	70	0	889	6	2,198	14	2,074	14	9,932	66	15,163
	1989-90	75	1	935	6	2,432	17	2,528	17	8,601	59	14,571
	1990-91	101	1	1,010	7	2,489	16	2,520	16	9,241	60	15,361
South Carolina	1979-80	159	0	129	0	64,289	65	60	0	33,615	34	98,252
	1980-81	139	0	105	0	61,222	67	67	0	29,575	32	91,108
	1981-82	127	0	84	0	48,378	67	113	0	23,308	32	72,010
	1982-83	88	0	64	0	42,064	68	93	0	19,732	32	62,041
	1983-84	100	0	99	0	39,063	67	34	0	18,729	32	58,025
	1984-85	71	0	85	0	35,051	68	42	0	16,573	32	51,822
	1985-86	105	0	69	0	34,999	66	48	0	17,464	33	52,685
	1986-87	83	0	74	0	34,171	67	39	0	17,007	33	51,374
	1987-88	144	0	91	0	35,815	67	60	0	17,697	33	53,807
	1988-89	121	0	130	0	37,361	66	474	1	18,200	32	56,286
	1989-90	106	0	106	0	39,614	69	267	0	17,710	31	57,803
	1990-91	99	0	138	0	41,944	69	453	1	18,553	30	61,187

Table C 8 (contd.)

State	Year	Native American	%	Asian or Pacific Islander	%	Black, not Hispanic	%	Hispanic	%	White, not Hispanic	%	Total
South Dakota	1979-80	2,378	16	90	1	69	0	127	1	12,608	83	15,272
	1980-81	2,440	17	120	1	105	1	85	1	12,036	81	14,786
	1981-82	2,444	18	118	1	71	1	72	1	11,111	80	13,816
	1982-83	2,312	18	116	1	92	1	98	1	10,122	79	12,740
	1983-84	2,298	18	84	1	99	1	341	3	9,918	78	12,740
	1984-85	2,374	18	69	1	56	0	99	1	10,279	80	12,877
	1985-86	2,403	18	79	1	96	1	95	1	10,329	79	13,002
	1986-87	2,462	19	52	0	100	1	81	1	10,111	79	12,806
	1987-88	2,593	20	101	1	85	1	91	1	10,401	78	13,271
	1988-89	2,618	20	82	1	74	1	55	0	10,569	79	13,398
	1989-90	2,912	20	63	0	85	1	79	1	11,425	78	14,564
	1990-91	3,124	23	48	0	103	1	84	1	10,139	75	13,498
Tennessee	1979-80	18	0	177	0	69,369	46	60	0	81,615	54	151,239
	1980-81	204	0	387	0	26,343	26	72	0	75,015	74	102,021
	1981-82	48	0	237	0	17,835	20	117	0	70,605	79	88,842
	1982-83	15	0	381	0	62,700	45	4,290	3	70,659	51	138,045
	1983-84	30	0	1,116	1	27,168	30	1,881	2	61,782	67	91,977
	1984-85	36	0	521	1	33,091	33	188	0	66,519	66	100,355
	1985-86	36	0	498	0	33,999	33	221	0	68,574	66	103,328
	1986-87	43	0	477	0	34,231	33	137	0	67,623	66	102,511
	1987-88	57	0	513	1	33,081	32	225	0	68,080	67	101,956
	1988-89	41	0	635	1	30,230	31	769	1	66,829	68	98,504
	1989-90	48	0	435	0	36,251	34	329	0	70,671	66	107,734
	1990-91	94	0	347	0	45,544	39	292	0	71,192	61	117,469
Texas	1979-80	650	0	4,161	1	101,382	24	203,669	48	111,138	26	421,000
	1980-81	453	0	6,192	1	90,252	22	212,463	51	106,625	26	415,985
	1981-82	459	0	1,762	0	74,121	21	186,941	53	91,817	26	355,100
	1982-83	411	0	1,579	1	65,917	21	166,258	53	81,176	26	315,341
	1983-84	316	0	1,864	1	52,659	17	171,979	56	79,412	26	306,230
	1984-85	2,829	1	9,116	3	62,790	21	149,017	50	73,996	25	297,748
	1985-86	652	0	3,884	1	68,974	19	205,149	56	86,919	24	365,578
	1986-87	366	0	2,868	1	63,120	18	205,656	58	82,609	23	354,619
	1987-88	427	0	3,510	1	71,406	19	219,012	57	86,608	23	380,963
	1988-89	447	0	3,528	1	78,094	19	240,966	58	93,305	22	416,340
	1989-90	430	0	3,487	1	78,535	19	243,587	58	91,562	22	417,601
	1990-91	526	0	4,123	1	75,540	19	235,723	59	86,366	21	402,278

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Table C.8 (contd.)

State	Year	Native American	%	Asian or Pacific Islander	%	Black, not Hispanic	%	Hispanic	%	White, not Hispanic	%	Total
Utah	1979-80	1,479	7	429	2	419	2	2,488	11	16,871	78	21,686
	1980-81	1,369	7	706	4	353	2	2,039	11	14,486	76	18,953
	1981-82	1,132	6	803	4	302	2	2,456	14	13,312	74	18,005
	1982-83	959	6	762	5	266	2	2,042	12	12,810	76	16,839
	1983-84	1,082	6	865	5	313	2	2,036	11	14,342	77	18,638
	1984-85	1,272	6	790	3	341	1	2,192	10	18,258	80	22,853
	1985-86	1,425	6	775	3	373	2	2,250	9	19,671	80	24,494
	1986-87	1,436	7	798	4	334	2	2,200	10	17,294	78	22,062
	1987-88	1,370	5	741	3	335	1	2,377	9	20,452	81	25,275
	1988-89	1,455	5	755	3	372	1	2,630	9	23,268	82	28,480
	1989-90	1,618	6	801	3	444	2	2,810	10	23,745	81	29,418
	1990-91	1,868	6	1,005	3	498	2	3,260	11	24,341	79	30,972
Vermont	1979-80	0	0	0	0	0	0	0	0	0	0	0
	1980-81	0	0	0	0	0	0	0	0	0	0	0
	1981-82	0	0	0	0	0	0	0	0	0	0	0
	1982-83	0	0	0	0	0	0	0	0	0	0	0
	1983-84	0	0	0	0	0	0	0	0	0	0	0
	1984-85	0	0	0	0	0	0	0	0	0	0	0
	1985-86	0	0	0	0	0	0	0	0	0	0	0
	1986-87	0	0	0	0	0	0	0	0	0	0	0
	1987-88	101	1	33	0	47	0	24	0	9,623	98	9,828
	1988-89	95	1	42	0	53	1	24	0	9,930	98	10,144
	1989-90	97	1	55	1	47	0	28	0	9,836	98	10,063
	1990-91	110	1	49	0	66	1	35	0	9,826	97	10,086
Virginia	1979-80	123	0	1,062	1	50,369	45	335	0	59,892	54	111,781
	1980-81	131	0	754	1	47,644	46	570	1	55,058	53	104,157
	1981-82	146	0	702	1	41,668	47	510	1	45,795	52	88,821
	1982-83	49	0	1,194	1	37,539	45	1,751	2	42,856	51	83,389
	1983-84	88	0	1,124	1	37,937	46	1,695	2	41,669	50	82,513
	1984-85	54	0	892	1	36,942	45	890	1	44,010	53	82,788
	1985-86	50	0	873	1	34,460	45	798	1	40,428	53	76,609
	1986-87	40	0	855	1	36,538	47	853	1	37,627	51	73,913
	1987-88	69	0	869	1	33,913	47	1,213	2	36,759	50	72,823
	1988-89	56	0	724	1	29,092	44	958	1	34,775	53	65,605
	1989-90	73	0	742	1	32,326	46	1,124	2	35,927	51	70,192
	1990-91	56	0	810	1	34,025	47	1,496	2	35,638	49	72,025

Table C 8 (contd.)

State	Year	Native American	%	Asian or Pacific Islander	%	Black, not Hispanic	%	Hispanic	%	White, not Hispanic	%	Total
Washington	1979-80	2,520	4	2,021	3	3,954	6	4,008	7	48,555	80	61,058
	1980-81	2,663	4	2,227	4	4,019	7	5,071	8	47,338	77	61,318
	1981-82	2,525	4	2,495	4	3,950	7	4,829	9	42,411	75	56,210
	1982-83	0	0	0	0	0	0	0	0	0	0	0
	1983-84	0	0	0	0	0	0	0	0	0	0	0
	1984-85	2,831	5	2,790	5	3,963	7	5,346	9	44,804	75	59,734
	1985-86	2,762	4	3,092	5	4,502	7	5,913	9	48,988	75	65,257
	1986-87	2,626	4	2,909	5	4,348	7	5,645	9	46,934	75	62,462
	1987-88	2,854	4	3,128	5	5,206	8	6,176	10	46,727	73	64,091
	1988-89	2,786	4	3,189	5	5,248	8	6,616	10	46,865	72	64,704
	1989-90	2,547	4	2,938	5	4,876	8	7,474	12	44,297	71	62,132
	1990-91	2,367	4	2,656	4	4,895	8	7,795	13	42,378	71	60,091
West Virginia	1979-80	0	0	0	0	0	0	0	0	0	0	0
	1980-81	0	0	0	0	0	0	0	0	0	0	0
	1981-82	0	0	0	0	0	0	0	0	0	0	0
	1982-83	0	0	0	0	0	0	0	0	0	0	0
	1983-84	15	0	67	0	2,000	6	23	0	29,582	93	31,687
	1984-85	20	0	33	0	1,825	5	1,160	3	30,346	91	33,384
	1985-86	8	0	25	0	1,821	5	76	0	31,684	94	33,614
	1986-87	50	0	30	0	1,869	6	37	0	29,744	94	31,730
	1987-88	10	0	36	0	2,022	6	33	0	30,231	94	32,332
	1988-89	11	0	53	0	1,915	6	36	0	30,787	94	32,802
	1989-90	13	0	34	0	2,098	6	41	0	30,901	93	33,087
	1990-91	10	0	53	0	2,458	7	590	2	33,322	91	36,433
Wisconsin	1979-80	1,451	2	490	1	9,830	14	2,734	4	55,761	79	70,266
	1980-81	1,690	3	624	1	1,364	2	2,878	5	53,571	89	60,127
	1981-82	1,400	2	687	1	11,006	17	3,031	5	48,273	75	64,397
	1982-83	0	0	0	0	0	0	0	0	0	0	0
	1983-84	1,030	2	838	1	10,302	16	2,511	4	49,594	77	64,275
	1984-85	1,976	3	841	1	10,774	17	2,766	4	46,971	74	63,328
	1985-86	1,370	2	1,143	2	14,879	21	2,970	4	49,046	71	69,408
	1986-87	1,477	2	1,196	2	14,377	22	3,072	5	46,437	70	66,559
	1987-88	1,293	2	1,268	2	15,210	23	3,184	5	45,015	68	65,970
	1988-89	1,377	2	1,354	2	14,086	21	3,129	5	46,172	70	66,118
	1989-90	1,662	2	1,333	2	17,945	26	3,596	5	45,063	65	69,599
	1990-91	1,537	2	1,517	2	14,726	22	3,501	5	45,045	68	66,326

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Table C 8 (contd.)

State	Year	Native American	%	Asian or Pacific Islander	%	Black, not Hispanic	%	Hispanic	%	White, not Hispanic	%	Total
Wyoming	1979-80	294	6	38	1	133	3	620	13	3,650	77	4,735
	1980-81	100	2	28	1	121	3	631	14	3,520	80	4,400
	1981-82	77	2	24	1	88	2	568	16	2,788	79	3,545
	1982-83	241	6	21	1	209	5	509	13	2,861	74	3,841
	1983-84	177	4	23	1	103	2	627	14	3,406	79	4,336
	1984-85	224	5	28	1	78	2	555	13	3,304	79	4,189
	1985-86	249	6	18	0	68	2	498	12	3,261	80	4,094
	1986-87	185	5	22	1	74	2	474	12	3,268	81	4,021
	1987-88	186	5	18	0	55	2	491	13	2,895	79	3,645
	1988-89	191	5	13	0	56	2	437	12	2,942	81	3,639
	1989-90	288	6	27	1	96	2	601	12	3,865	79	4,877
	1990-91	279	6	19	0	80	2	611	12	4,026	80	5,015

APPENDIX D

ADDITIONAL ACHIEVEMENT INFORMATION FOR 1990-91

This appendix provides additional tables displaying the achievement information for 1990-91.

The tables are presented in the following order:

- Table D.1 -- basic skills reading achievement information for Chapter 1 participants tested on an annual cycle, by grade and State -- 1990-91;
- Table D.2 -- basic skills mathematics achievement information for Chapter 1 participants tested on an annual cycle, by grade and State -- 1990-91;
- Table D.3 -- basic skills other language arts achievement information for Chapter 1 participants tested on an annual cycle, by grade and State -- 1990-91;
- Table D.4 -- advanced skills reading achievement information for Chapter 1 participants tested on an annual cycle, by grade and State -- 1990-91;
- Table D.5 -- advanced skills mathematics achievement information for Chapter 1 participants tested on an annual cycle, by grade and State -- 1990-91; and
- Table D.6 -- number of Chapter 1 participants receiving reading and mathematics services, and number of Chapter 1 participants tested, by subject area and by grade -- 1990-91.

Table D.1

Basic Skills Reading Achievement Information for Chapter 1
Participants Tested on an Annual Cycle, by Grade and State -- 1990-91

Grade 2

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama						
Alaska						
Arizona	3,292	26.7	13	29.6	16	2.9
Arkansas	4,561	34.6	23	36.2	25	1.6
California						
Colorado	2,335	26.7	13	31.9	19	5.2
Connecticut						
Delaware						
District of Columbia						
Florida						
Georgia	10,872	33.0	21	36.2	25	3.2
Hawaii						
Idaho	638	36.3	25	41.9	35	5.6
Illinois	9,530	33.8	22	34.0	22	0.2
Indiana	8,534	37.2	27	43.3	37	6.1
Iowa	1,978	40.5	32	42.0	35	1.5
Kansas	3,186	33.9	22	38.7	29	4.8
Kentucky	8,140	38.4	29	39.4	30	1.0
Louisiana	10,978	32.7	20	34.3	22	1.6
Maine	1,997	34.3	22	40.0	31	5.7
Maryland	6,590	20.9	8	25.1	11	4.2
Massachusetts	4,245	34.2	22	42.0	35	7.8
Michigan	16,489	30.8	18	36.6	26	5.8
Minnesota	7,998	29.4	16	35.7	24	6.3
Mississippi	5,031	34.9	23	35.7	24	0.8
Missouri	240	36.0	25	39.1	30	3.1
Montana						
Nebraska	2,431	33.1	21	39.1	30	6.0
Nevada	308	26.1	12	29.8	16	3.7
New Hampshire	808	35.0	23	51.9	53	16.9
New Jersey	9,740	31.9	19	36.7	26	4.8
New Mexico	1,526	20.4	8	26.9	13	6.5
New York	21,502	14.4	4	33.4	21	19.0
North Carolina	8,418	26.6	13	33.2	21	6.6
North Dakota	776	39.8	31	43.0	37	3.2
Ohio	15,683	29.8	16	37.5	27	7.7
Oklahoma	2,848	31.3	18	38.6	29	7.3
Oregon	57	26.2	12	35.2	24	9.0
Pennsylvania	21,468	35.0	23	39.4	30	4.4
Rhode Island	975	34.0	22	37.0	26	3.0
South Carolina	5,410	25.2	11	29.7	16	4.5
South Dakota	1,242	37.7	28	40.1	32	2.4
Tennessee	6,184	40.7	33	42.0	35	1.3
Texas	27,182	33.0	21	36.7	26	3.7
Utah	1,490	31.0	18	36.2	25	5.2
Vermont						
Virginia	6,185	34.3	22	40.0	31	5.7
Washington						
West Virginia	2,909	36.8	26	41.2	33	4.4
Wisconsin	5,025	34.9	23	39.2	30	4.3
Wyoming	282	40.5	32	43.9	38	3.4
Bureau of Indian Affairs	1,051	23.7	10	25.1	11	1.4
Total (Weighted)	250,134	31.0	18	36.5	26	5.5
Number of States Reporting	41					

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Table D.1 (contd.)

1990-91 Chapter 1
Annual Reading
Basic Skills

Grade 3

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama						
Alaska						
Arizona	4,048	26.5	13	30.9	18	4.4
Arkansas	3,932	33.8	22	34.3	22	0.5
California						
Colorado	2,151	25.9	12	32.1	19	6.2
Connecticut						
Delaware						
District of Columbia	945	44.8	40	47.0	44	2.2
Florida						
Georgia	15,001	31.9	19	34.3	22	2.4
Hawaii						
Idaho	691	37.1	27	39.0	30	1.9
Illinois	10,781	30.0	17	32.7	20	2.7
Indiana	7,738	37.9	28	43.2	37	5.3
Iowa	3,624	37.7	28	40.5	32	2.8
Kansas	3,088	33.2	21	37.4	27	4.2
Kentucky	8,654	36.0	25	36.8	26	0.8
Louisiana	11,914	32.5	20	35.5	24	3.0
Maine	1,885	35.5	24	39.9	31	4.4
Maryland	6,452	24.1	10	28.3	15	4.2
Massachusetts	3,796	36.2	25	40.9	33	4.7
Michigan	14,323	31.8	19	36.9	26	5.1
Minnesota	6,526	30.6	17	35.4	24	4.8
Mississippi	12,288	33.7	22	34.9	23	1.2
Missouri	173	41.0	33	38.9	29	-2.1
Montana						
Nebraska	2,279	34.9	23	40.3	32	5.4
Nevada	244	23.4	10	29.1	16	5.7
New Hampshire	647	38.2	28	49.8	49	11.6
New Jersey	9,713	33.2	21	38.8	29	5.6
New Mexico	1,184	22.9	9	29.5	16	6.6
New York	21,148	29.0	15	32.5	20	3.5
North Carolina	10,411	29.6	16	36.2	25	6.6
North Dakota	869	38.6	29	41.4	34	2.8
Ohio	12,364	30.5	17	36.6	26	6.1
Oklahoma	2,130	30.6	17	35.6	24	5.0
Oregon	305	27.4	14	32.8	20	5.4
Pennsylvania	20,352	34.7	23	39.4	30	4.7
Rhode Island	911	32.2	19	35.2	24	3.0
South Carolina	5,448	24.5	11	28.5	15	4.0
South Dakota	1,118	35.4	24	37.9	28	2.5
Tennessee	9,200	39.1	30	39.6	31	0.5
Texas	30,703	32.7	20	35.1	24	2.4
Utah	1,638	29.5	16	34.1	22	4.6
Vermont						
Virginia	5,819	31.6	19	34.0	22	2.4
Washington						
West Virginia	2,856	35.1	24	39.7	31	4.6
Wisconsin	4,549	33.8	22	37.2	27	3.4
Wyoming	370	39.0	30	43.5	37	4.5
Bureau of Indian Affairs	1,097	22.1	9	27.2	14	5.1
Total (Weighted)	263,365	32.3	20	35.9	25	3.6
Number of States Reporting	42					

Table D.1 (contd.)

1990–91 Chapter 1
Annual Reading
Basic Skills

Grade 4

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama						
Alaska						
Arizona	4,119	28.1	14	32.4	20	4.3
Arkansas	3,904	33.0	21	38.7	29	5.7
California						
Colorado	1,673	28.3	15	33.2	21	4.9
Connecticut						
Delaware						
District of Columbia	745	43.6	38	37.0	26	-6.6
Florida						
Georgia	13,912	34.1	22	35.9	25	1.8
Hawaii						
Idaho	615	35.8	25	39.2	30	3.4
Illinois	10,248	29.3	16	31.4	18	2.1
Indiana	7,123	37.5	27	39.6	31	2.1
Iowa	2,705	38.3	29	42.7	36	4.4
Kansas	2,867	32.9	20	36.9	26	4.0
Kentucky	8,104	34.9	23	37.5	27	2.6
Louisiana	8,616	32.9	20	36.1	25	3.2
Maine	1,470	35.8	25	40.6	32	4.8
Maryland	4,767	28.3	15	31.7	19	3.4
Massachusetts	3,521	35.4	24	41.7	34	6.3
Michigan	11,311	32.3	20	36.5	26	4.2
Minnesota	4,219	31.9	19	36.0	25	4.1
Mississippi	14,053	33.0	21	35.4	24	2.4
Missouri	100	37.9	28	37.7	28	-0.2
Montana						
Nebraska	1,936	36.3	25	41.0	33	4.7
Nevada	238	26.2	12	29.6	16	3.4
New Hampshire	353	40.1	32	44.3	39	4.2
New Jersey	6,756	32.3	20	35.9	25	3.6
New Mexico	1,008	25.2	11	29.8	16	4.6
New York	20,837	29.8	16	35.9	25	6.1
North Carolina	13,884	33.9	22	36.5	26	2.6
North Dakota	749	38.8	29	42.2	35	3.4
Ohio	6,895	30.6	17	35.3	24	4.7
Oklahoma	2,603	30.6	17	35.2	24	4.6
Oregon	301	28.3	15	32.3	20	4.0
Pennsylvania	18,825	36.0	25	40.5	32	4.5
Rhode Island	999	31.1	18	35.6	24	4.5
South Carolina	5,904	24.2	11	30.0	17	5.8
South Dakota	1,012	34.8	23	36.1	25	1.3
Tennessee	8,303	40.2	32	41.3	34	1.1
Texas	30,782	32.3	20	36.2	25	3.9
Utah	1,372	30.6	17	33.6	21	3.0
Vermont						
Virginia	5,037	33.1	21	36.6	26	3.5
Washington						
West Virginia	2,820	32.9	20	38.8	29	5.9
Wisconsin	3,356	33.7	22	36.8	26	3.1
Wyoming	320	37.1	27	41.2	33	4.1
Bureau of Indian Affairs	928	24.8	11	24.1	10	-0.7
Total (Weighted)	239,290	32.8	20	36.5	26	3.7
Number of States Reporting	42					

Table D.1 (contd.)

1990-91 Chapter 1
Annual Reading
Basic Skills

Grade 5

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama						
Alaska						
Arizona	4,034	30.0	17	34.2	22	4.2
Arkansas	3,421	35.4	24	35.9	25	0.5
California						
Colorado	1,209	28.2	15	32.2	19	4.0
Connecticut						
Delaware						
District of Columbia	732	39.1	30	39.1	30	0.0
Florida						
Georgia	14,224	33.8	22	35.9	25	2.1
Hawaii						
Idaho	562	36.3	25	39.0	30	2.7
Illinois	9,162	29.2	16	29.5	16	0.3
Indiana	6,455	37.1	27	38.5	29	1.4
Iowa	1,877	39.2	30	41.8	34	2.6
Kansas	2,326	32.7	20	36.5	26	3.8
Kentucky	7,007	36.3	25	36.1	25	-0.2
Louisiana	7,613	33.9	22	35.0	23	1.1
Maine	1,156	35.9	25	38.4	29	2.5
Maryland	3,074	28.0	14	24.9	11	-3.1
Massachusetts	3,128	35.0	23	39.7	31	4.7
Michigan	8,863	32.6	20	35.6	24	3.0
Minnesota	2,903	32.7	20	36.1	25	3.4
Mississippi	14,233	32.4	20	34.3	22	1.9
Missouri	71	36.3	25	37.3	27	1.0
Montana						
Nebraska	1,549	37.4	27	41.3	34	3.9
Nevada	271	26.9	13	29.5	16	2.6
New Hampshire	270	35.4	24	40.0	31	4.6
New Jersey	7,217	31.2	18	35.6	24	4.4
New Mexico	927	31.4	18	33.4	21	2.0
New York	16,915	30.2	17	36.5	26	6.3
North Carolina	13,767	35.0	23	36.2	25	1.2
North Dakota	559	38.9	29	41.1	33	2.2
Ohio	5,097	29.9	17	34.9	23	5.0
Oklahoma	2,046	29.5	16	37.1	27	7.6
Oregon	238	28.8	15	31.6	19	2.8
Pennsylvania	13,241	35.0	23	38.8	29	3.8
Rhode Island	704	31.6	19	34.9	23	3.3
South Carolina	5,671	23.9	10	29.1	16	5.2
South Dakota	850	33.1	21	35.1	24	2.0
Tennessee	7,311	38.9	29	37.1	27	-1.8
Texas	28,343	32.1	19	34.2	22	2.1
Utah	1,027	29.2	16	32.5	20	3.3
Vermont						
Virginia	4,143	38.0	28	42.5	36	4.5
Washington						
West Virginia	2,456	34.3	22	36.5	26	2.2
Wisconsin	2,629	32.5	20	34.7	23	2.2
Wyoming	280	37.0	26	39.1	30	2.1
Bureau of Indian Affairs	987	22.6	9	22.7	9	0.1
Total (Weighted)	208,548	32.9	20	35.4	24	2.5
Number of States Reporting	42					

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Table D.1 (contd.)

1990-91 Chapter 1
Annual Reading
Basic Skills

Grade 6

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama						
Alaska						
Arizona	3,424	30.0	17	32.1	19	2.1
Arkansas	3,077	34.1	22	38.1	28	4.0
California						
Colorado	1,241	30.1	17	32.3	20	2.2
Connecticut						
Delaware						
District of Columbia	687	36.6	26	44.0	38	7.4
Florida						
Georgia	10,691	33.1	21	33.7	22	0.6
Hawaii						
Idaho	338	33.0	21	36.5	26	3.5
Illinois	7,714	28.5	15	29.2	16	0.7
Indiana	4,942	36.7	26	39.1	30	2.4
Iowa	1,200	39.4	30	42.9	36	3.5
Kansas	1,576	33.6	21	35.6	24	2.0
Kentucky	5,714	35.7	24	35.6	24	-0.1
Louisiana	4,174	32.4	20	36.8	26	4.4
Maine	857	35.5	24	37.4	27	1.9
Maryland	246	20.0	7	19.2	7	-0.8
Massachusetts	2,375	35.0	23	39.4	30	4.4
Michigan	5,622	31.3	18	34.4	23	3.1
Minnesota	1,909	32.1	19	34.6	23	2.5
Mississippi	12,087	32.6	20	36.1	25	3.5
Missouri	48	31.2	18	30.0	17	-1.2
Montana						
Nebraska	1,171	36.2	25	39.3	30	3.1
Nevada	356	26.3	13	30.2	17	3.9
New Hampshire	229	36.8	26	39.9	31	3.1
New Jersey	7,126	30.9	18	37.0	26	6.1
New Mexico	670	29.1	16	29.3	16	0.2
New York	13,727	32.4	20	34.7	23	2.3
North Carolina	11,193	34.2	22	35.9	25	1.7
North Dakota	459	37.7	28	39.6	31	1.9
Ohio	3,016	31.3	18	35.0	23	3.7
Oklahoma	1,616	29.8	16	31.9	19	2.1
Oregon	28	34.5	23	43.7	38	9.2
Pennsylvania	11,625	34.3	22	37.8	28	3.5
Rhode Island	622	31.3	18	35.9	25	4.6
South Carolina	4,714	23.0	10	28.3	15	5.3
South Dakota	645	32.8	20	33.7	22	0.9
Tennessee	5,336	37.7	28	36.4	25	-1.3
Texas	16,263	30.8	18	33.0	21	2.2
Utah	546	25.6	12	29.9	17	4.3
Vermont						
Virginia	2,508	34.6	23	37.6	27	3.0
Washington						
West Virginia	1,893	32.6	20	36.5	26	3.9
Wisconsin	1,533	32.5	20	35.6	24	3.1
Wyoming	208	34.9	23	39.9	31	5.0
Bureau of Indian Affairs	817	21.7	8	22.2	9	0.5
Total (Weighted)	154,223	32.4	20	35.0	23	2.6
Number of States Reporting	42					

Table D.1 (contd.)

1990-91 Chapter 1
Annual Reading
Basic Skills

Grade 7

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama						
Alaska						
Arizona	2,225	29.8	16	34.4	23	4.6
Arkansas	2,040	33.5	21	33.6	21	0.1
California						
Colorado	980	29.5	16	33.3	21	3.8
Connecticut						
Delaware						
District of Columbia	138	42.4	35	37.4	27	-5.0
Florida						
Georgia	8,634	31.2	18	37.3	27	6.1
Hawaii						
Idaho	219	29.1	16	33.0	21	3.9
Illinois	5,095	29.0	15	29.7	16	0.7
Indiana	2,464	37.1	27	37.4	27	0.3
Iowa	499	40.4	32	43.4	37	3.0
Kansas	947	34.4	23	37.9	28	3.5
Kentucky	3,999	35.2	24	34.3	22	-0.9
Louisiana	1,445	31.7	19	31.5	19	-0.2
Maine	559	34.9	23	38.8	29	3.9
Maryland						
Massachusetts	1,917	34.5	23	37.6	27	3.1
Michigan	3,614	30.2	17	32.8	20	2.6
Minnesota	815	31.7	19	34.8	23	3.1
Mississippi	7,280	32.3	20	32.9	20	0.6
Missouri	8	33.8	22	43.2	37	9.4
Montana						
Nebraska	388	36.5	26	41.9	35	5.4
Nevada	412	25.4	12	27.9	14	2.5
New Hampshire	245	29.8	16	33.8	22	4.0
New Jersey	7,374	31.0	18	34.2	22	3.2
New Mexico	631	26.2	12	28.7	15	2.5
New York	11,894	29.9	17	34.3	22	4.4
North Carolina	9,105	33.8	22	34.8	23	1.0
North Dakota	302	38.2	28	42.9	36	4.7
Ohio	636	29.4	16	35.3	24	5.9
Oklahoma	994	28.9	15	36.1	25	7.2
Oregon						
Pennsylvania	8,311	33.0	21	37.7	28	4.7
Rhode Island	914	32.0	19	33.0	21	1.0
South Carolina	3,292	23.2	10	28.3	15	5.1
South Dakota	369	31.2	18	34.4	23	3.2
Tennessee	2,889	40.7	33	41.1	33	0.4
Texas	10,856	30.1	17	32.6	20	2.5
Utah	430	28.2	15	34.1	22	5.9
Vermont						
Virginia	1,274	34.2	22	37.5	27	3.3
Washington						
West Virginia	912	29.6	16	34.1	22	4.5
Wisconsin	1,069	33.0	21	35.7	24	2.7
Wyoming	114	35.1	24	39.9	31	4.8
Bureau of Indian Affairs	640	20.9	8	23.8	10	2.9
Total (Weighted)	105,929	31.6	19	34.5	23	2.9
Number of States Reporting	40					

Table D.1 (contd.)

1990-91 Chapter 1
Annual Reading
Basic Skills

Grade 8

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama						
Alaska						
Arizona	1,854	32.2	19	33.8	22	1.6
Arkansas	1,712	33.4	21	37.2	27	3.8
California						
Colorado	756	29.2	16	33.4	21	4.2
Connecticut						
Delaware						
District of Columbia	234	35.1	24	37.4	27	2.3
Florida						
Georgia	6,696	33.5	21	32.8	20	-0.7
Hawaii						
Idaho	162	34.4	23	35.8	25	1.4
Illinois	4,002	31.6	19	31.8	19	0.2
Indiana	2,489	36.8	26	38.6	29	1.8
Iowa	357	41.0	33	44.5	39	3.5
Kansas	711	36.3	25	36.3	25	0.0
Kentucky	3,482	34.4	23	36.8	26	2.4
Louisiana	834	30.8	18	32.8	20	2.0
Maine	384	34.8	23	36.7	26	1.9
Maryland						
Massachusetts	1,692	33.2	21	36.8	26	3.6
Michigan	3,070	31.3	18	33.6	21	2.3
Minnesota	504	31.2	18	33.1	21	1.9
Mississippi	6,444	33.5	21	35.0	23	1.5
Missouri	2	21.1	8	21.1	8	0.0
Montana						
Nebraska	357	36.3	25	40.9	33	4.6
Nevada	237	26.1	12	30.6	17	4.5
New Hampshire	101	34.2	22	37.3	27	3.1
New Jersey	6,975	31.9	19	33.7	22	1.8
New Mexico	559	28.9	15	30.1	17	1.2
New York	10,023	31.6	19	33.6	21	2.0
North Carolina	8,405	33.9	22	35.4	24	1.5
North Dakota	135	35.1	24	37.3	27	2.2
Ohio	286	29.7	16	33.0	21	3.3
Oklahoma	728	30.7	18	32.1	19	1.4
Oregon						
Pennsylvania	6,410	33.0	21	36.0	25	3.0
Rhode Island	985	32.5	20	34.5	23	2.0
South Carolina	2,658	24.3	11	29.7	16	5.4
South Dakota	311	31.1	18	32.3	20	1.2
Tennessee	2,641	43.2	37	44.2	39	1.0
Texas	9,487	30.5	17	31.9	19	1.4
Utah	261	27.1	13	31.0	18	3.9
Vermont						
Virginia	580	27.6	14	29.5	16	1.9
Washington						
West Virginia	672	30.7	18	35.3	24	4.6
Wisconsin	924	32.8	20	35.8	25	3.0
Wyoming	76	35.2	24	38.5	29	3.3
Bureau of Indian Affairs	566	23.1	10	25.6	12	2.5
Total (Weighted)	88,762	32.5	20	34.4	23	1.9
Number of States Reporting	40					

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Table D.1 (contd.)

1990-91 Chapter 1
Annual Reading
Basic Skills

Grade 9

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama						
Alaska						
Arizona	1,622	30.7	18	35.5	24	4.8
Arkansas	473	29.1	16	34.6	23	5.5
California						
Colorado	200	29.1	16	31.3	18	2.2
Connecticut						
Delaware						
District of Columbia	230	36.0	25	41.1	33	5.1
Florida						
Georgia	2,034	28.4	15	32.7	20	4.3
Hawaii						
Idaho	57	36.4	25	36.7	26	0.3
Illinois	2,202	31.6	19	31.2	18	-0.4
Indiana	973	38.5	29	36.8	26	-1.7
Iowa	86	36.8	26	46.4	43	9.6
Kansas	455	34.9	23	33.2	21	-1.7
Kentucky	1,354	35.0	23	32.7	20	-2.3
Louisiana						
Maine	116	31.9	19	34.9	23	3.0
Maryland						
Massachusetts	1,033	31.2	18	37.4	27	6.2
Michigan	1,311	31.0	18	31.6	19	0.6
Minnesota	152	31.1	18	35.5	24	4.4
Mississippi	2,431	31.7	19	33.4	21	1.7
Missouri	2	35.6	24	31.5	19	-4.1
Montana						
Nebraska	182	36.8	26	40.6	32	3.8
Nevada	66	23.3	10	35.3	24	12.0
New Hampshire	41	33.8	22	37.6	27	3.8
New Jersey	4,431	31.6	19	34.0	22	2.4
New Mexico	286	25.5	12	28.1	14	2.6
New York	6,799	35.9	25	39.7	31	3.8
North Carolina	1,473	32.1	19	34.4	23	2.3
North Dakota	63	40.0	31	42.3	35	2.3
Ohio	60	30.8	18	33.7	22	2.9
Oklahoma	94	29.3	16	40.2	32	10.9
Oregon						
Pennsylvania	3,098	32.6	20	35.6	24	3.0
Rhode Island	392	32.1	19	34.6	23	2.5
South Carolina	1,099	24.3	11	31.4	18	7.1
South Dakota	80	31.5	19	35.9	25	4.4
Tennessee	69	40.0	31	39.7	31	-0.3
Texas	2,734	31.4	18	31.9	19	0.5
Utah	60	26.3	13	25.5	12	-0.8
Vermont						
Virginia	95	25.9	12	31.5	19	5.6
Washington						
West Virginia	126	24.9	11	31.1	18	6.2
Wisconsin	366	36.0	25	37.6	27	1.6
Wyoming	58	31.4	18	36.1	25	4.7
Bureau of Indian Affairs	321	24.5	11	26.3	13	1.8
Total (Weighted)	36,724	32.3	20	34.9	23	2.6
Number of States Reporting	39					

Table D.1 (contd.)

1990-91 Chapter 1
Annual Reading
Basic Skills

Grade 10

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama						
Alaska						
Arizona	744	28.3	15	31.3	18	3.0
Arkansas	363	29.2	16	28.7	15	-0.5
California						
Colorado	105	27.2	14	32.3	20	5.1
Connecticut						
Delaware						
District of Columbia						
Florida						
Georgia	346	28.1	14	29.2	16	1.1
Hawaii						
Idaho	15	28.2	15	33.8	22	5.6
Illinois	924	32.3	20	34.3	22	2.0
Indiana	227	31.1	18	31.8	19	0.7
Iowa	31	32.3	20	31.2	18	-1.1
Kansas	273	32.4	20	31.1	18	-1.3
Kentucky	576	32.4	20	35.3	24	2.9
Louisiana						
Maine	53	38.2	28	40.9	33	2.7
Maryland						
Massachusetts	678	29.6	16	34.5	23	4.9
Michigan	334	29.7	16	30.7	18	1.0
Minnesota	78	25.9	12	30.2	17	4.3
Mississippi	1,164	33.4	21	34.5	23	1.1
Missouri						
Montana						
Nebraska	154	36.4	25	40.4	32	4.0
Nevada	2	23.0	10	35.0	23	12.0
New Hampshire	25	32.8	20	38.6	29	5.8
New Jersey	929	26.8	13	29.9	17	3.1
New Mexico	111	26.8	13	28.4	15	1.6
New York	4,202	37.4	27	41.7	34	4.3
North Carolina	446	29.1	16	33.4	21	4.3
North Dakota	42	41.3	34	39.1	30	-2.2
Ohio	50	28.7	15	30.9	18	2.2
Oklahoma	39	32.3	20	35.0	23	2.7
Oregon						
Pennsylvania	1,869	31.7	19	34.0	22	2.3
Rhode Island	145	29.0	15	30.8	18	1.8
South Carolina	691	25.8	12	26.2	12	0.4
South Dakota	25	31.3	18	33.0	21	1.7
Tennessee	161	54.0	57	51.4	52	-2.6
Texas	1,954	28.5	15	29.4	16	0.9
Utah	34	19.4	7	20.3	7	0.9
Vermont						
Virginia	61	27.3	14	25.4	12	-1.9
Washington						
West Virginia	135	36.0	25	36.9	26	0.9
Wisconsin	670	34.9	23	36.1	25	1.2
Wyoming	25	24.8	11	40.8	33	16.0
Bureau of Indian Affairs	206	23.4	10	24.3	11	0.9
Total (Weighted)	17,887	32.1	19	34.5	23	2.4
Number of States Reporting	37					

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Table D.1 (contd.)

1990-91 Chapter 1
Annual Reading
Basic Skills

Grade 11

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama						
Alaska						
Arizona	407	27.7	14	30.4	17	2.7
Arkansas	237	25.1	11	27.8	14	2.7
California						
Colorado	44	26.3	13	30.3	17	4.0
Connecticut						
Delaware						
District of Columbia						
Florida						
Georgia	155	25.3	12	27.0	13	1.7
Hawaii						
Idaho	12	28.1	14	25.5	12	-2.6
Illinois	376	30.3	17	31.6	19	1.3
Indiana	79	31.6	19	31.1	18	-0.5
Iowa	35	35.2	24	39.3	30	4.1
Kansas	117	27.2	14	28.8	15	1.6
Kentucky	209	33.9	22	29.9	17	-4.0
Louisiana						
Maine	11	37.4	27	39.9	31	2.5
Maryland						
Massachusetts	465	27.4	14	30.5	17	3.1
Michigan	152	29.0	15	27.9	14	-1.1
Minnesota	41	23.9	10	28.8	15	4.9
Mississippi	932	31.7	19	34.0	22	2.3
Missouri						
Montana						
Nebraska	99	37.6	27	42.3	35	4.7
Nevada	2	29.0	15	31.0	18	2.0
New Hampshire	16	40.5	32	40.2	32	-0.3
New Jersey	604	26.9	13	31.3	18	4.4
New Mexico	56	26.5	13	24.6	11	-1.9
New York	1,776	38.1	28	41.7	34	3.6
North Carolina	239	26.8	13	31.3	18	4.5
North Dakota	20	32.7	20	33.1	21	0.4
Ohio	25	26.0	12	50.7	51	24.7
Oklahoma	5	23.1	10	35.4	24	12.3
Oregon						
Pennsylvania	1,166	30.4	17	33.8	22	3.4
Rhode Island	122	29.6	16	32.5	20	2.9
South Carolina	251	25.8	12	27.6	14	1.8
South Dakota	21	29.8	16	31.6	19	1.8
Tennessee	4	21.0	8	15.0	4	-6.0
Texas	1,414	28.9	15	30.4	17	1.5
Utah	32	23.8	10	22.5	9	-1.3
Vermont						
Virginia	42	26.3	13	28.9	15	2.6
Washington						
West Virginia	44	29.2	16	35.3	24	6.1
Wisconsin	205	37.7	28	38.1	28	0.4
Wyoming	13	32.1	19	37.7	28	5.6
Bureau of Indian Affairs	181	22.8	9	23.3	10	0.5
Total (Weighted)	9,609	30.8	18	33.4	21	2.6
Number of States Reporting	37					

Table D.1 (contd.)

1990-91 Chapter 1
Annual Reading
Basic Skills

Grade 12

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama						
Alaska						
Arizona	301	26.2	12	30.6	17	4.4
Arkansas	43	11.7	3	13.3	4	1.6
California						
Colorado	26	24.1	10	34.0	22	9.9
Connecticut						
Delaware						
District of Columbia						
Florida						
Georgia	60	26.2	12	23.2	10	-3.0
Hawaii						
Idaho						
Illinois	260	30.9	18	31.6	19	0.7
Indiana	32	30.5	17	29.2	16	-1.3
Iowa	20	38.4	29	44.6	39	6.2
Kansas	23	29.1	16	31.7	19	2.6
Kentucky	222	32.1	19	28.4	15	-3.7
Louisiana						
Maine	17	35.5	24	39.9	31	4.4
Maryland						
Massachusetts	369	27.4	14	31.7	19	4.3
Michigan	137	30.5	17	33.1	21	2.6
Minnesota	23	11.6	3	19.9	7	8.3
Mississippi	237	28.3	15	31.1	18	2.8
Missouri						
Montana						
Nebraska	49	33.0	21	37.3	27	4.3
Nevada						
New Hampshire	3	44.3	39	42.0	35	-2.3
New Jersey	286	26.1	12	31.1	18	5.0
New Mexico	8	35.3	24	37.0	26	1.7
New York	364	29.5	16	36.9	26	7.4
North Carolina	196	28.4	15	33.5	21	5.1
North Dakota	8	33.4	21	30.2	17	-3.2
Ohio	10	30.7	18	33.9	22	3.2
Oklahoma	55	27.5	14	31.3	18	3.8
Oregon						
Pennsylvania	501	29.4	16	32.9	20	3.5
Rhode Island	108	30.9	18	37.4	27	6.5
South Carolina	126	22.7	9	20.4	8	-2.3
South Dakota	10	28.2	15	28.9	15	0.7
Tennessee						
Texas	673	29.5	16	30.2	17	0.7
Utah	13	19.5	7	23.5	10	4.0
Vermont						
Virginia	32	30.7	18	53.0	55	22.3
Washington						
West Virginia						
Wisconsin	77	33.7	22	31.9	19	-1.8
Wyoming	3	37.3	27	39.4	30	2.1
Bureau of Indian Affairs	154	25.2	11	28.2	15	3.0
Total (Weighted)	4,446	28.5	15	31.5	19	3.0
Number of States Reporting	33					

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Table D 2

Basic Skills Math Achievement Information for Chapter 1

Participants Tested on an Annual Cycle, by Grade and State -- 1990-91

Grade 2

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama						
Alaska						
Arizona	1,242	30 7	18	35 5	24	4 8
Arkansas	2,558	33 0	21	39 4	30	6 4
California						
Colorado	316	30.0	17	39.5	30	9.5
Connecticut						
Delaware						
District of Columbia						
Florida						
Georgia	7,381	35 9	25	42 4	35	6 5
Hawaii						
Idaho	649	31 0	18	37 9	28	6 9
Illinois	4,163	35 5	24	41 3	34	5 8
Indiana	2,012	36 4	25	47 0	44	10 6
Iowa	225	42 2	35	51 7	53	9 5
Kansas	1,066	33 2	21	45 8	42	12 6
Kentucky	1,492	43.9	38	46.8	44	2 9
Louisiana	5,637	33.8	22	40.8	33	7.0
Maine	635	36 4	25	41 4	34	5 0
Maryland	5,370	18 9	7	28 0	14	9 1
Massachusetts	1,565	36 2	25	47 7	45	11 5
Michigan	6,215	33 9	22	40 9	33	7 0
Minnesota	5,326	29 2	16	36 0	25	6 8
Mississippi	3,806	35 8	25	42 0	35	6 2
Missouri	3,200	32 8	20	49.5	49	16 7
Montana						
Nebraska	995	35 1	24	44 2	39	9 1
Nevada	185	25 4	12	38 2	28	12 8
New Hampshire	222	31.3	18	47.1	44	15 8
New Jersey	7,346	36 0	25	47 9	46	11 9
New Mexico	282	26 8	13	41 0	33	14 2
New York	7,928	21 4	8	43 1	37	21 7
North Carolina	1,218	28 5	15	37 5	27	9 0
North Dakota	199	38 4	29	42 5	36	4 1
Ohio	971	30 9	18	40 4	32	9 5
Oklahoma	1,875	30 9	18	44 0	38	13 1
Oregon	31	25.9	12	34.5	23	8 6
Pennsylvania	7,584	37 8	28	45 5	41	7 7
Rhode Island	206	35 3	24	41 1	33	5 8
South Carolina	4,258	25 6	12	35 2	24	9 6
South Dakota	797	37 6	27	42 6	36	5 0
Tennessee	5,452	44 9	40	47 8	45	2 9
Texas	10,395	36 7	26	44 7	40	8 0
Utah	256	32 0	19	40 5	32	8 5
Vermont						
Virginia	2,895	33 1	21	41 7	34	8 6
Washington						
West Virginia	1,156	36 2	25	47 5	45	11 3
Wisconsin	1,739	34 2	22	43 1	37	8 9
Wyoming	52	36 8	26	46 4	43	9 6
Bureau of Indian Affairs	750	25 1	11	29 2	16	4 1
Total (Weighted)	109,650	33 1	21	42 2	35	9 1
Number of States Reporting	41					

Table D.2 (contd.)

1990-91 Chapter 1
Annual Math
Basic Skills

Grade 3

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama						
Alaska						
Arizona	2,174	32.8	20	34.2	22	1.4
Arkansas	2,695	34.9	23	39.2	30	4.3
California						
Colorado	459	29.1	16	36.9	26	7.8
Connecticut						
Delaware						
District of Columbia	945	50.4	50	53.8	57	3.4
Florida						
Georgia	11,245	35.1	24	36.8	26	1.7
Hawaii						
Idaho	933	32.5	20	36.9	26	4.4
Illinois	4,959	38.5	29	35.4	24	-3.1
Indiana	2,398	37.2	27	45.9	42	8.7
Iowa	563	41.4	34	45.0	40	3.6
Kansas	1,227	34.9	23	39.4	30	4.5
Kentucky	1,871	42.8	36	38.0	28	-4.8
Louisiana	5,413	33.9	22	42.2	35	8.3
Maine	791	33.7	22	39.2	30	5.5
Maryland	4,706	22.6	9	27.5	14	4.9
Massachusetts	1,897	37.7	28	45.7	41	8.0
Michigan	7,259	33.2	21	39.5	30	6.3
Minnesota	5,299	29.9	17	41.8	34	11.9
Mississippi	9,259	35.3	24	40.7	33	5.4
Missouri	3,123	36.6	26	39.5	30	2.9
Montana						
Nebraska	1,136	34.9	23	44.0	38	9.1
Nevada	224	28.1	14	42.1	35	14.0
New Hampshire	332	33.2	21	45.5	41	12.3
New Jersey	8,694	36.3	25	50.5	51	14.2
New Mexico	334	26.5	13	37.3	27	10.8
New York	10,974	32.9	20	41.1	33	8.2
North Carolina	1,815	30.3	17	44.8	40	14.5
North Dakota	285	36.5	26	41.3	34	4.8
Ohio	2,102	28.8	15	40.0	31	11.2
Oklahoma	2,031	30.5	17	35.4	24	4.9
Oregon	66	33.0	21	40.5	32	7.5
Pennsylvania	8,386	37.2	27	41.1	33	3.9
Rhode Island	339	34.6	23	38.5	29	3.9
South Carolina	3,970	25.9	12	34.1	22	8.2
South Dakota	913	34.7	23	39.6	31	4.9
Tennessee	7,167	45.8	42	32.4	20	-13.4
Texas	12,054	36.6	26	40.8	33	4.2
Utah	480	31.9	19	37.2	27	5.3
Vermont						
Virginia	3,057	33.8	22	38.8	29	5.0
Washington						
West Virginia	1,466	36.3	25	40.2	32	3.9
Wisconsin	2,022	34.5	23	39.5	30	5.0
Wyoming	137	36.3	25	40.5	32	4.2
Bureau of Indian Affairs	907	24.1	10	29.4	16	5.3
Total (Weighted)	136,107	34.8	23	39.7	31	4.9
Number of States Reporting	42					

Table D.2 (contd.)

1990-91 Chapter 1
Annual Math
Basic Skills

Grade 4

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama						
Alaska						
Arizona	2,391	31.9	19	35.5	24	3.6
Arkansas	3,036	34.3	22	42.2	35	7.9
California						
Colorado	518	27.9	14	35.2	24	7.3
Connecticut						
Delaware						
District of Columbia	745	53.1	55	50.3	50	-2.8
Florida						
Georgia	11,337	35.1	24	37.6	27	2.5
Hawaii						
Idaho	1,070	31.1	18	35.6	24	4.5
Illinois	5,519	31.3	18	36.3	25	5.0
Indiana	3,179	38.0	28	40.9	33	2.9
Iowa	835	40.4	32	44.6	39	4.2
Kansas	1,655	31.6	19	39.2	30	7.6
Kentucky	2,634	37.2	27	39.8	31	2.6
Louisiana	4,456	35.6	24	41.6	34	6.0
Maine	926	34.1	22	38.1	28	4.0
Maryland	3,661	28.4	15	28.0	14	-0.4
Massachusetts	1,937	37.7	28	45.4	41	7.7
Michigan	6,908	31.6	19	38.1	28	6.5
Minnesota	4,190	30.6	17	36.1	25	5.5
Mississippi	11,352	36.3	25	40.2	32	3.9
Missouri	2,855	32.2	19	40.0	31	7.8
Montana						
Nebraska	1,191	36.7	26	44.6	39	7.9
Nevada	214	29.5	16	34.8	23	5.3
New Hampshire	311	33.9	22	41.2	33	7.3
New Jersey	7,949	38.0	28	44.6	39	6.6
New Mexico	468	27.8	14	34.0	22	6.2
New York	11,016	33.0	21	42.1	35	9.1
North Carolina	3,146	36.4	25	41.6	34	5.2
North Dakota	315	37.0	26	41.7	34	4.7
Ohio	3,050	29.5	16	39.2	30	9.7
Oklahoma	2,775	28.5	15	36.8	26	8.3
Oregon	49	33.8	22	42.1	35	8.3
Pennsylvania	9,223	37.5	27	42.9	36	5.4
Rhode Island	383	33.8	22	38.5	29	4.7
South Carolina	4,346	27.4	14	35.7	24	8.3
South Dakota	873	34.7	23	38.8	29	4.1
Tennessee	7,453	41.1	33	47.4	45	6.3
Texas	14,460	36.1	25	41.6	34	5.5
Utah	492	30.8	18	38.8	29	8.0
Vermont						
Virginia	3,348	30.6	17	38.2	28	7.6
Washington						
West Virginia	2,119	33.0	21	43.5	37	10.5
Wisconsin	1,778	32.8	20	39.1	30	6.3
Wyoming	185	32.9	20	37.9	28	5.0
Bureau of Indian Affairs	841	26.1	12	26.6	13	0.5
Total (Weighted)	145,189	34.5	23	40.2	32	5.7
Number of States Reporting	42					

Table D.2 (contd.)

1990-91 Chapter 1
Annual Math
Basic Skills

Grade 5

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama						
Alaska						
Arizona	1,863	31.4	18	36.5	26	5.1
Arkansas	2,918	36.9	26	40.0	31	3.1
California						
Colorado	370	30.5	17	36.1	25	5.6
Connecticut						
Delaware						
District of Columbia	732	51.6	53	54.9	59	3.3
Florida						
Georgia	12,386	34.7	23	36.7	26	2.0
Hawaii						
Idaho	909	31.5	19	35.7	24	4.2
Illinois	5,598	33.1	21	35.2	24	2.1
Indiana	3,772	36.9	26	40.5	32	3.6
Iowa	549	44.5	39	46.7	43	2.2
Kansas	1,340	32.5	20	39.8	31	7.3
Kentucky	2,440	40.0	31	38.2	28	-1.8
Louisiana	4,027	36.6	26	41.7	34	5.1
Maine	674	35.6	24	38.9	29	3.3
Maryland	2,592	30.7	18	30.3	17	-0.4
Massachusetts	1,744	36.9	26	41.7	34	4.8
Michigan	6,049	32.3	20	36.7	26	4.4
Minnesota	2,857	32.6	20	36.1	25	3.5
Mississippi	11,553	35.7	24	38.6	29	2.9
Missouri	2,057	32.7	20	39.1	30	6.4
Montana						
Nebraska	1,006	36.2	25	43.7	38	7.5
Nevada	231	25.5	12	37.2	27	11.7
New Hampshire	308	35.5	24	41.0	33	5.5
New Jersey	9,080	38.2	28	46.7	43	8.5
New Mexico	446	25.2	11	37.3	27	12.1
New York	9,209	35.2	24	41.2	33	6.0
North Carolina	3,568	36.9	26	40.0	31	3.1
North Dakota	287	37.7	28	41.8	34	4.1
Ohio	2,431	30.2	17	39.5	30	9.3
Oklahoma	2,348	29.0	15	35.8	25	6.8
Oregon	66	30.0	17	36.9	26	6.9
Pennsylvania	6,980	36.7	26	40.0	31	3.3
Rhode Island	309	34.4	23	40.1	32	5.7
South Carolina	3,798	28.7	15	34.6	23	5.9
South Dakota	830	35.2	24	37.5	27	2.3
Tennessee	6,826	39.4	30	43.6	38	4.2
Texas	14,200	35.8	25	39.6	31	3.8
Utah	456	29.4	16	36.8	26	7.4
Vermont						
Virginia	2,902	32.0	19	38.3	29	6.3
Washington						
West Virginia	1,766	35.7	24	42.0	35	6.3
Wisconsin	1,482	32.1	19	37.1	27	5.0
Wyoming	199	33.0	21	38.1	28	5.1
Bureau of Indian Affairs	942	25.6	12	28.2	15	2.6
Total (Weighted)	134,100	35.0	23	39.3	30	4.3
Number of States Reporting	42					

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Table D.2 (contd.)

1990-91 Chapter 1
Annual Math
Basic Skills

Grade 6

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama						
Alaska						
Arizona	1,663	32.8	20	36.9	26	4.1
Arkansas	2,590	34.9	23	41.6	34	6.7
California						
Colorado	375	26.7	13	32.4	20	5.7
Connecticut						
Delaware						
District of Columbia	687	50.1	50	54.9	59	4.8
Florida						
Georgia	10,162	34.1	22	34.9	23	0.8
Hawaii						
Idaho	719	29.5	16	34.8	23	5.3
Illinois	5,101	31.8	19	35.4	24	3.6
Indiana	3,219	37.1	27	42.7	36	5.6
Iowa	322	44.0	38	48.7	47	4.7
Kansas	895	34.5	23	37.1	27	2.6
Kentucky	1,942	38.9	29	38.9	29	0.0
Louisiana	2,502	37.6	27	42.6	36	5.0
Maine	682	33.4	21	38.7	29	5.3
Maryland	342	24.4	11	29.0	15	4.6
Massachusetts	1,226	36.1	25	42.0	35	5.9
Michigan	4,083	32.0	19	36.3	25	4.3
Minnesota	2,206	31.3	18	34.6	23	3.3
Mississippi	10,364	35.0	23	39.8	31	4.8
Missouri	1,234	30.3	17	35.5	24	5.2
Montana						
Nebraska	750	36.9	26	44.1	39	7.2
Nevada	196	28.4	15	36.4	25	8.0
New Hampshire	262	35.7	24	40.8	33	5.1
New Jersey	9,356	38.1	28	46.9	44	8.8
New Mexico	278	28.5	15	35.0	23	6.5
New York	9,734	32.8	20	40.3	32	7.5
North Carolina	4,075	35.4	24	39.8	31	4.4
North Dakota	280	36.1	25	40.2	32	4.1
Ohio	1,470	31.0	18	39.3	30	8.3
Oklahoma	1,912	29.2	16	33.5	21	4.3
Oregon	68	30.0	17	40.3	32	10.3
Pennsylvania	5,322	34.5	23	38.0	28	3.5
Rhode Island	264	34.0	22	38.1	28	4.1
South Carolina	3,250	27.2	14	31.5	19	4.3
South Dakota	636	33.5	21	38.7	29	5.2
Tennessee	4,795	40.5	32	42.1	35	1.6
Texas	7,650	35.5	24	37.7	28	2.2
Utah	283	27.1	13	33.9	22	6.8
Vermont						
Virginia	1,392	33.0	21	37.8	28	4.8
Washington						
West Virginia	1,310	35.5	24	40.3	32	4.8
Wisconsin	1,195	31.7	19	35.7	24	4.0
Wyoming	141	31.8	19	39.3	30	7.5
Bureau of Indian Affairs	629	24.6	11	28.5	15	3.9
Total (Weighted)	105,562	34.5	23	39.0	30	4.5
Number of States Reporting	42					

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Table D.2 (contd.)

1990-91 Chapter 1
Annual Math
Basic Skills

Grade 7

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama						
Alaska						
Arizona	883	32.3	20	35.9	25	3.6
Arkansas	1,298	36.1	25	38.5	29	2.4
California						
Colorado	299	30.2	17	34.4	23	4.2
Connecticut						
Delaware						
District of Columbia	138	50.3	50	44.7	40	-5.6
Florida						
Georgia	7,993	32.2	19	36.2	25	4.0
Hawaii						
Idaho	702	30.2	17	35.1	24	4.9
Illinois	3,067	33.8	22	35.4	24	1.6
Indiana	1,264	38.9	29	37.0	26	-1.9
Iowa	165	40.5	32	50.2	50	9.7
Kansas	530	36.5	26	41.3	34	4.8
Kentucky	1,374	40.2	32	38.1	28	-2.1
Louisiana	839	31.7	19	40.4	32	8.7
Maine	368	33.2	21	37.8	28	4.6
Maryland						
Massachusetts	674	33.0	21	37.0	26	4.0
Michigan	2,733	32.5	20	35.1	24	2.6
Minnesota	874	32.6	20	36.0	25	3.4
Mississippi	7,605	36.0	25	39.1	30	3.1
Missouri	552	28.7	15	37.4	27	8.7
Montana						
Nebraska	253	36.6	26	44.9	40	8.3
Nevada	68	25.4	12	33.7	22	8.3
New Hampshire	201	34.6	23	42.2	35	7.6
New Jersey	7,142	40.6	32	42.5	36	1.9
New Mexico	248	29.7	16	35.3	24	5.6
New York	6,685	33.3	21	34.9	23	1.6
North Carolina	3,490	35.5	24	38.2	28	2.7
North Dakota	180	37.3	27	44.0	38	6.7
Ohio	421	28.6	15	37.1	27	8.5
Oklahoma	1,351	27.0	13	32.9	20	5.9
Oregon						
Pennsylvania	3,529	32.9	20	37.3	27	4.4
Rhode Island	227	30.3	17	32.5	20	2.2
South Carolina	3,027	26.6	13	33.8	22	7.2
South Dakota	360	35.2	24	37.8	28	2.6
Tennessee	2,498	43.7	38	43.6	38	-0.1
Texas	4,648	32.5	20	36.6	26	4.1
Utah	180	24.1	10	33.2	21	9.1
Vermont						
Virginia	553	33.5	21	40.7	33	7.2
Washington						
West Virginia	359	27.0	13	31.5	19	4.5
Wisconsin	818	32.1	19	35.7	24	3.6
Wyoming	57	34.3	22	39.8	31	5.5
Bureau of Indian Affairs	571	25.6	12	29.1	16	3.5
Total (Weighted)	68,224	34.3	22	37.5	27	3.2
Number of States Reporting	40					

Table D.2 (contd.)

1990-91 Chapter 1
Annual Math
Basic Skills

Grade 8

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama						
Alaska						
Arizona	1,014	34.7	23	36.6	26	1.9
Arkansas	1,342	35.9	25	40.0	31	4.1
California						
Colorado	352	29.5	16	30.7	18	1.2
Connecticut						
Delaware						
District of Columbia	234	38.1	28	36.7	26	-1.4
Florida						
Georgia	6,316	33.4	21	34.5	23	1.1
Hawaii						
Idaho	475	28.7	15	31.0	18	2.3
Illinois	2,392	35.8	25	34.4	23	-1.4
Indiana	1,353	37.7	28	38.6	29	0.9
Iowa	114	44.1	39	48.6	47	4.5
Kansas	354	39.6	31	40.7	33	1.1
Kentucky	1,236	39.3	30	38.2	28	-1.1
Louisiana	589	33.9	22	38.5	29	4.6
Maine	323	32.9	20	37.1	27	4.2
Maryland						
Massachusetts	590	35.5	24	40.8	33	5.3
Michigan	2,565	31.9	19	33.7	22	1.8
Minnesota	590	32.4	20	33.0	21	0.6
Mississippi	6,776	37.4	27	40.3	32	2.9
Missouri	356	31.8	19	32.3	20	0.5
Montana						
Nebraska	236	35.7	24	41.8	34	6.1
Nevada	45	25.5	12	35.5	24	10.0
New Hampshire	138	36.3	25	42.4	35	6.1
New Jersey	8,471	39.1	30	42.7	36	3.6
New Mexico	170	28.5	15	37.6	27	9.1
New York	6,719	31.9	19	33.8	22	1.9
North Carolina	3,359	35.8	25	37.1	27	1.3
North Dakota	121	36.8	26	44.1	39	7.3
Ohio	366	30.9	18	34.8	23	3.9
Oklahoma	1,252	28.3	15	30.9	18	2.6
Oregon						
Pennsylvania	2,859	33.9	22	36.3	25	2.4
Rhode Island	258	31.4	18	34.3	22	2.9
South Carolina	1,946	28.6	15	32.9	20	4.3
South Dakota	327	34.8	23	36.9	26	2.1
Tennessee	2,333	42.0	35	41.8	34	-0.2
Texas	4,113	34.9	23	35.5	24	0.6
Utah	125	23.6	10	33.0	21	9.4
Vermont						
Virginia	318	31.2	18	33.1	21	1.9
Washington						
West Virginia	225	28.1	14	28.9	15	0.8
Wisconsin	788	31.8	19	35.2	24	3.4
Wyoming	46	32.4	20	34.5	23	2.1
Bureau of Indian Affairs	527	26.2	12	28.8	15	2.6
Total (Weighted)	61,713	35.0	23	37.0	26	2.0
Number of States Reporting	40					

Table D.2 (contd.)

1990-91 Chapter 1
Annual Math
Basic Skills

Grade 9

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama						
Alaska						
Arizona	991	31.6	19	33.3	21	1.7
Arkansas	462	34.0	22	37.4	27	3.4
California						
Colorado	75	24.0	10	26.6	13	2.6
Connecticut						
Delaware						
District of Columbia						
Florida						
Georgia	1,336	28.2	15	32.2	19	4.0
Hawaii						
Idaho	74	27.3	14	30.1	17	2.8
Illinois	2,157	31.0	18	27.1	13	-3.9
Indiana	198	36.8	26	33.8	22	-3.0
Iowa	39	43.8	38	51.3	52	7.5
Kansas	332	39.7	31	38.9	29	-0.8
Kentucky	290	39.0	30	35.0	23	-4.0
Louisiana						
Maine	77	33.1	21	41.4	34	8.3
Maryland						
Massachusetts	270	30.4	17	40.3	32	9.9
Michigan	902	32.9	20	30.6	17	-2.3
Minnesota	143	30.8	18	33.0	21	2.2
Mississippi	2,356	36.9	26	37.2	27	0.3
Missouri	31	25.1	11	32.0	19	6.9
Montana						
Nebraska	114	36.3	25	42.9	36	6.6
Nevada	2	10.0	2	89.0	96	79.0
New Hampshire	24	32.4	20	36.4	25	4.0
New Jersey	5,391	41.5	34	47.4	45	5.9
New Mexico	120	35.0	23	39.0	30	4.0
New York	4,474	29.6	16	31.1	18	1.5
North Carolina	642	35.1	24	37.2	27	2.1
North Dakota	61	39.7	31	39.8	31	0.1
Ohio	50	29.8	16	35.6	24	5.8
Oklahoma	122	28.4	15	34.9	23	6.5
Oregon						
Pennsylvania	1,043	33.3	21	35.2	24	1.9
Rhode Island	21	27.2	14	35.3	24	8.1
South Carolina	659	26.2	12	29.0	15	2.8
South Dakota	77	35.6	24	38.1	28	2.5
Tennessee	108	42.2	35	37.2	27	-5.0
Texas	1,577	36.0	25	38.0	28	2.0
Utah	31	24.9	11	29.9	17	5.0
Vermont						
Virginia						
Washington						
West Virginia	43	24.6	11	32.0	19	7.4
Wisconsin	520	29.6	16	32.7	20	3.1
Wyoming	44	32.8	20	40.5	32	7.7
Bureau of Indian Affairs	359	27.2	14	31.3	18	4.1
Total (Weighted)	25,215	34.2	22	36.3	25	2.1
Number of States Reporting	37					

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Table D.2 (contd.)

1990-91 Chapter 1
Annual Math
Basic Skills

Grade 10

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama						
Alaska						
Arizona	345	33.3	21	35.6	24	2.3
Arkansas	268	32.3	20	30.6	17	-1.7
California						
Colorado	60	27.0	13	32.1	19	5.1
Connecticut						
Delaware						
District of Columbia						
Florida						
Georgia	294	29.2	16	36.0	25	6.8
Hawaii						
Idaho	31	31.4	18	33.3	21	1.9
Illinois	684	28.6	15	29.3	16	0.7
Indiana	29	32.2	19	31.3	18	-0.9
Iowa	41	48.6	47	47.9	46	-0.7
Kansas	214	37.5	27	39.3	30	1.8
Kentucky	61	38.0	28	35.8	25	-2.2
Louisiana						
Maine	45	35.9	25	42.5	36	6.6
Maryland						
Massachusetts	119	33.5	21	35.3	24	1.8
Michigan	266	32.2	19	33.1	21	0.9
Minnesota	55	27.1	13	30.4	17	3.3
Mississippi	1,633	35.4	24	36.3	25	0.9
Missouri						
Montana						
Nebraska	108	38.7	29	43.4	37	4.7
Nevada	4	24.0	10	71.0	84	47.0
New Hampshire	33	25.7	12	30.6	17	4.9
New Jersey	2,053	41.8	34	45.3	41	3.5
New Mexico	65	28.6	15	36.3	25	7.7
New York	387	35.3	24	37.6	27	2.3
North Carolina	150	31.8	19	35.7	24	3.9
North Dakota	28	48.5	47	49.8	49	1.3
Ohio	3	31.0	18	52.3	54	21.3
Oklahoma	95	24.8	11	33.8	22	9.0
Oregon						
Pennsylvania	468	30.1	17	32.4	20	2.3
Rhode Island						
South Carolina	555	24.2	11	32.0	19	7.8
South Dakota	31	32.0	19	33.3	21	1.3
Tennessee	313	54.9	59	53.8	57	-1.1
Texas	1,122	36.7	26	39.5	30	2.8
Utah	16	20.8	8	20.9	8	0.1
Vermont						
Virginia						
Washington						
West Virginia	39	25.0	11	37.4	27	12.4
Wisconsin	212	32.4	20	33.3	21	0.9
Wyoming	9	41.0	33	47.3	44	6.3
Bureau of Indian Affairs	262	26.4	13	28.0	14	1.6
Total (Weighted)	10,098	35.2	24	37.7	28	2.5
Number of States Reporting	35					

ble D.2 (contd.)

1990–91 Chapter 1
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Grade 11

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama						
Alaska	221	30.0	17	32.9	20	2.9
Arizona	266	30.3	17	31.5	19	1.2
Arkansas						
California	16	23.1	10	24.8	11	1.7
Colorado						
Connecticut						
Delaware						
District of Columbia						
Florida	76	29.2	16	31.8	19	2.6
Georgia						
Hawaii	7	28.9	15	35.0	23	6.1
Idaho	279	27.8	14	30.5	17	2.7
Illinois	6	36.7	26	38.3	29	1.6
Indiana	19	53.2	56	50.0	50	-3.2
Iowa	101	34.4	23	37.6	27	3.2
Kansas	53	37.6	27	31.5	19	-6.1
Kentucky						
Louisiana	11	36.6	26	40.6	32	4.0
Maine						
Maryland	77	27.4	14	28.0	14	0.6
Massachusetts	111	34.2	22	35.0	23	0.8
Michigan	20	24.6	11	29.4	16	4.8
Minnesota	1,067	36.0	25	39.8	31	3.8
Mississippi						
Missouri						
Montana	74	40.6	32	47.2	44	6.6
Nebraska	4	18.8	6	42.5	36	23.7
Nevada	16	32.6	20	35.6	24	3.0
New Hampshire	745	37.5	27	40.7	33	3.2
New Jersey	17	32.7	20	34.1	22	1.4
New Mexico	92	30.6	17	31.0	18	0.4
New York	31	33.5	21	36.8	26	3.3
North Carolina	7	40.7	33	37.7	28	-3.0
North Dakota	16	32.6	20	40.8	33	8.2
Ohio	21	25.3	12	31.9	19	6.6
Oklahoma						
Oregon	159	28.9	15	32.3	20	3.4
Pennsylvania						
Rhode Island	143	22.9	9	30.2	17	7.3
South Carolina	9	35.9	25	42.5	36	6.6
South Dakota	34	34.0	22	32.0	19	-2.0
Tennessee	1,019	35.8	25	36.3	25	0.5
Texas	12	23.8	10	23.5	10	-0.3
Utah						
Vermont						
Virginia						
Washington	17	24.9	11	32.7	20	7.8
West Virginia	39	38.9	29	47.3	44	8.4
Wisconsin	3	41.0	33	48.7	47	7.7
Wyoming	176	27.0	13	26.7	13	-0.3
Bureau of Indian Affairs						
Total (Weighted)	4,964	33.7	22	36.2	25	2.5
Number of States Reporting	35					

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Table D.2 (contd.)

1990-91 Chapter 1
Annual Math
Basic Skills

Grade 12

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama						
Alaska						
Arizona	179	27.3	14	31.1	18	3.8
Arkansas	59	18.4	6	25.3	12	6.9
California						
Colorado	7	24.5	11	42.1	35	17.6
Connecticut						
Delaware						
District of Columbia						
Florida						
Georgia	21	34.2	22	41.0	33	6.8
Hawaii						
Idaho						
Illinois	194	26.6	13	26.4	13	-0.2
Indiana						
Iowa						
Kansas	25	35.2	24	43.2	37	8.0
Kentucky	89	37.0	26	30.4	17	-6.6
Louisiana						
Maine	15	38.2	28	47.3	44	9.1
Maryland						
Massachusetts	37	31.8	19	33.7	22	1.9
Michigan	79	35.7	24	37.3	27	1.6
Minnesota	8	17.1	5	15.1	4	-2.0
Mississippi	226	32.5	20	34.5	23	2.0
Missouri						
Montana						
Nebraska	11	34.0	22	42.2	35	8.2
Nevada						
New Hampshire	8	27.3	14	45.9	42	18.6
New Jersey	235	34.6	23	39.4	30	4.8
New Mexico	16	31.3	18	30.6	17	-0.7
New York	13	29.1	16	31.6	19	2.5
North Carolina	16	29.3	16	32.2	19	2.9
North Dakota	4	35.8	25	34.2	22	-1.6
Ohio	4	33.3	21	35.5	24	2.2
Oklahoma	13	33.1	21	35.7	24	2.6
Oregon						
Pennsylvania	39	29.7	16	33.8	22	4.1
Rhode Island						
South Carolina	46	22.6	9	28.3	15	5.7
South Dakota	2	43.3	37	48.0	46	4.7
Tennessee						
Texas	486	38.1	28	41.2	33	3.1
Utah	7	14.6	4	17.4	6	2.8
Vermont						
Virginia						
Washington						
West Virginia						
Wisconsin	22	38.7	29	47.3	44	8.6
Wyoming	2	55.5	60	55.0	59	-0.5
Bureau of Indian Affairs	170	27.4	14	30.0	17	2.6
Total (Weighted)	2,033	32.2	19	35.1	24	2.9
Number of States Reporting	29					

Table D.3
Basic Skills Other Language Arts Achievement Information for Chapter 1
Participants Tested on an Annual Cycle, by Grade and State -- 1990-91

Grade 2

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	198	34.1	22	39.1	30	5.0
Alaska	50	24.5	11	31.0	18	6.5
Arizona	1,925	26.7	13	28.5	15	1.8
Arkansas	1,269	35.1	24	38.3	29	3.2
California						
Colorado	410	28.5	15	33.4	21	4.9
Connecticut						
Delaware						
District of Columbia						
Florida						
Georgia						
Hawaii						
Idaho	43	36.0	25	39.4	30	3.4
Illinois	3,030	29.8	16	27.1	13	-2.7
Indiana	80	45.2	41	53.4	56	8.2
Iowa						
Kansas						
Kentucky	8,149	38.5	29	39.4	30	0.9
Louisiana						
Maine						
Maryland	123	19.7	7	16.7	5	-3.0
Massachusetts	238	36.2	25	46.8	44	10.6
Michigan						
Minnesota	334	30.3	17	39.7	31	9.4
Mississippi	837	37.0	26	41.5	34	4.5
Missouri	1,061	33.0	21	36.8	26	3.8
Montana	50	31.6	19	38.7	29	7.1
Nebraska	7	36.7	26	43.6	38	6.9
Nevada	153	26.1	12	38.0	28	11.9
New Hampshire	173	26.5	13	39.3	30	12.8
New Jersey	4,351	33.0	21	43.5	37	10.5
New Mexico	1,362	23.1	10	29.1	16	6.0
New York	3,567	17.8	6	28.8	15	11.0
North Carolina						
North Dakota	41	39.0	30	41.4	34	2.4
Ohio	136	28.3	15	34.6	23	6.3
Oklahoma	1,143	30.3	17	40.1	32	9.8
Oregon	10	24.6	11	40.1	32	15.5
Pennsylvania						
Rhode Island						
South Carolina	46	24.1	10	32.8	20	8.7
South Dakota	8	41.2	33	45.2	41	4.0
Tennessee	1,518	37.3	27	41.3	34	4.0
Texas	360	34.5	23	39.4	30	4.9
Utah	21	47.3	44	48.1	46	0.8
Vermont						
Virginia	85	28.6	15	33.7	22	5.1
Washington	474	25.2	11	30.9	18	5.7
West Virginia						
Wisconsin	344	36.3	25	39.9	31	3.6
Wyoming						
Bureau of Indian Affairs	668	24.2	11	25.6	12	1.4
Total (Weighted)	32,264	31.5	19	36.0	25	4.5
Number of States Reporting	34					

Table D.3 (contd.)

1990-91 Chapter 1
Annual OLA
Basic Skills

Grade 3

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	157	28.5	15	30.8	18	2.3
Alaska	48	20.1	7	27.6	14	7.5
Arizona	1,962	27.7	14	31.7	19	4.0
Arkansas	1,173	33.2	21	36.0	25	2.8
California						
Colorado	420	29.8	16	32.8	20	3.0
Connecticut						
Delaware						
District of Columbia						
Florida						
Georgia						
Hawaii						
Idaho	56	30.7	18	40.1	32	9.4
Illinois	3,295	25.1	11	28.4	15	3.3
Indiana	50	39.5	30	46.1	42	6.6
Iowa						
Kansas						
Kentucky	8,663	36.4	25	37.9	28	1.5
Louisiana						
Maine						
Maryland	345	22.4	9	26.4	13	4.0
Massachusetts	302	39.7	31	45.7	41	6.0
Michigan						
Minnesota	353	32.0	19	38.5	29	6.5
Mississippi	2,494	36.3	25	42.4	35	6.1
Missouri	914	33.4	21	34.2	22	0.8
Montana	72	31.9	19	36.0	25	4.1
Nebraska	3	47.0	44	54.7	58	7.7
Nevada	131	27.7	14	35.7	24	8.0
New Hampshire	155	34.9	23	43.0	37	8.1
New Jersey	6,184	30.0	17	41.8	34	11.8
New Mexico	1,153	26.6	13	33.7	22	7.1
New York	2,410	15.9	5	20.7	8	4.8
North Carolina	152	23.5	10	33.4	21	9.9
North Dakota	74	40.5	32	42.4	35	1.9
Ohio	132	29.4	16	33.5	21	4.1
Oklahoma	1,215	30.6	17	37.8	28	7.2
Oregon	67	30.6	17	36.8	26	6.2
Pennsylvania						
Rhode Island						
South Carolina	64	23.2	10	30.2	17	7.0
South Dakota	7	43.7	38	44.3	39	0.6
Tennessee	2,087	38.8	29	40.9	33	2.1
Texas	447	34.3	22	37.7	28	3.4
Utah						
Vermont						
Virginia	78	63.3	73	67.4	79	4.1
Washington	377	25.9	12	34.5	23	8.6
West Virginia						
Wisconsin	317	39.0	30	41.9	35	2.9
Wyoming	11	34.4	23	37.0	26	2.6
Bureau of Indian Affairs	823	22.5	9	26.6	13	4.1
Total (Weighted)	36,191	31.1	18	36.1	25	5.0
Number of States Reporting	35					

Table D.3 (contd.)

1990-91 Chapter 1
Annual OLA
Basic Skills

Grade 4

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	196	28.1	14	30.5	17	2.4
Alaska	38	25.1	11	32.3	20	7.2
Arizona	1,542	27.2	14	32.1	19	4.9
Arkansas	937	34.1	22	40.1	32	6.0
California						
Colorado	281	32.1	19	35.0	23	2.9
Connecticut						
Delaware						
District of Columbia						
Florida						
Georgia						
Hawaii						
Idaho	74	32.4	20	38.0	28	5.6
Illinois	3,164	25.3	12	26.0	12	0.7
Indiana	45	44.0	38	45.7	41	1.7
Iowa						
Kansas						
Kentucky	8,119	36.5	26	37.5	27	1.0
Louisiana						
Maine						
Maryland	211	26.5	13	21.6	8	-4.9
Massachusetts	215	41.1	33	46.1	42	5.0
Michigan						
Minnesota	431	30.5	17	36.9	26	6.4
Mississippi	2,855	36.9	26	39.6	31	2.7
Missouri	784	31.2	18	33.8	22	2.6
Montana	100	33.9	22	36.1	25	2.2
Nebraska	11	33.5	21	38.5	29	5.0
Nevada	127	27.0	13	34.7	23	7.7
New Hampshire	91	36.7	26	44.5	39	7.8
New Jersey	4,272	30.9	18	37.2	27	6.3
New Mexico	1,010	26.5	13	31.1	18	4.6
New York	2,105	11.8	3	18.2	6	6.4
North Carolina	595	38.8	29	38.0	28	-0.8
North Dakota	79	37.4	27	42.9	36	5.5
Ohio	19	25.6	12	30.5	17	4.9
Oklahoma	1,169	30.0	17	34.5	23	4.5
Oregon	48	35.0	23	38.2	28	3.2
Pennsylvania						
Rhode Island						
South Carolina	128	26.1	12	27.5	14	1.4
South Dakota	17	35.2	24	36.1	25	0.9
Tennessee	2,013	39.6	31	42.1	35	2.5
Texas	545	33.5	21	38.1	28	4.6
Utah	30	20.2	7	30.2	17	10.0
Vermont						
Virginia	56	37.7	28	34.0	22	-3.7
Washington	339	30.1	17	35.1	24	5.0
West Virginia						
Wisconsin	206	37.5	27	43.1	37	5.6
Wyoming	14	35.9	25	34.6	23	-1.3
Bureau of Indian Affairs	690	25.3	12	28.0	14	2.7
Total (Weighted)	32,556	31.5	19	34.7	23	3.2
Number of States Reporting	36					

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Table D.3 (contd.)

1990-91 Chapter 1
Annual OLA
Basic Skills

Grade 5

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	399	30.3	17	31.2	18	0.9
Alaska	19	24.8	11	30.3	17	5.5
Arizona	1,257	26.6	13	31.5	19	4.9
Arkansas	999	35.3	24	36.7	26	1.4
California						
Colorado	263	31.5	19	34.2	22	2.7
Connecticut						
Delaware						
District of Columbia						
Florida						
Georgia						
Hawaii						
Idaho	88	32.6	20	35.7	24	3.1
Illinois	3,088	26.6	13	25.8	12	-0.8
Indiana	86	38.0	28	43.4	37	5.4
Iowa						
Kansas						
Kentucky	7,008	36.6	26	36.9	26	0.3
Louisiana						
Maine						
Maryland	210	27.2	14	28.2	15	1.0
Massachusetts	139	37.5	27	43.1	37	5.6
Michigan						
Minnesota	346	30.8	18	37.3	27	6.5
Mississippi	3,234	36.4	25	39.1	30	2.7
Missouri	585	30.8	18	35.3	24	4.5
Montana	110	31.9	19	38.7	29	6.8
Nebraska	14	38.1	28	39.0	30	0.9
Nevada	93	23.6	10	41.7	34	18.1
New Hampshire	86	34.3	22	40.3	32	6.0
New Jersey	3,923	31.3	18	37.7	28	6.4
New Mexico	838	26.6	13	33.1	21	6.5
New York	1,801	10.9	3	18.2	6	7.3
North Carolina	729	36.9	26	35.7	24	-1.2
North Dakota	49	37.2	27	43.9	38	6.7
Ohio	3	26.6	13	38.0	28	11.4
Oklahoma	1,379	29.2	16	37.4	27	8.2
Oregon	47	33.4	21	36.9	26	3.5
Pennsylvania						
Rhode Island						
South Carolina	213	24.1	10	30.3	17	6.2
South Dakota	9	40.1	32	40.1	32	0.0
Tennessee	2,409	37.9	28	39.3	30	1.4
Texas	698	33.9	22	36.7	26	2.8
Utah	27	21.9	9	42.8	36	20.9
Vermont						
Virginia	64	35.4	24	39.0	30	3.6
Washington	246	32.7	20	33.8	22	1.1
West Virginia						
Wisconsin	136	36.4	25	40.7	33	4.3
Wyoming	16	37.0	26	32.1	19	-4.9
Bureau of Indian Affairs	667	25.4	12	30.3	17	4.9
Total (Weighted)	31,278	31.7	19	34.6	23	2.9
Number of States Reporting	36					

Table D.3 (contd.)

1990-91 Chapter 1
Annual OLA
Basic Skills

Grade 6

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	414	28.4	15	31.4	18	3.0
Alaska	9	36.8	26	35.0	23	-1.8
Arizona	547	30.8	18	33.0	21	2.2
Arkansas	833	34.0	22	40.1	32	6.1
California						
Colorado	154	29.8	16	33.5	21	3.7
Connecticut						
Delaware						
District of Columbia						
Florida						
Georgia						
Hawaii						
Idaho	86	34.5	23	35.5	24	1.0
Illinois	2,593	27.3	14	27.5	14	0.2
Indiana	204	38.0	28	40.3	32	2.3
Iowa						
Kansas						
Kentucky	5,720	36.6	26	35.4	24	-1.2
Louisiana						
Maine						
Maryland						
Massachusetts	191	36.3	25	43.4	37	7.1
Michigan						
Minnesota	292	31.9	19	31.9	19	0.0
Mississippi	3,292	35.4	24	39.9	31	4.5
Missouri	390	30.5	17	31.0	18	0.5
Montana	104	31.0	18	38.2	28	7.2
Nebraska	9	39.0	30	44.1	39	5.1
Nevada	57	26.7	13	28.2	15	1.5
New Hampshire	57	36.5	26	41.4	34	4.9
New Jersey	5,367	30.8	18	38.6	29	7.8
New Mexico	740	27.4	14	29.9	17	2.5
New York	1,553	8.5	2	13.7	4	5.2
North Carolina	1,020	36.9	26	39.3	30	2.4
North Dakota	39	34.5	23	39.9	31	5.4
Ohio	10	27.1	13	34.3	22	7.2
Oklahoma	1,353	30.5	17	31.2	18	0.7
Oregon	18	28.8	15	32.1	19	3.3
Pennsylvania						
Rhode Island						
South Carolina	327	22.6	9	28.2	15	5.6
South Dakota	25	34.6	23	38.7	29	4.1
Tennessee	1,278	35.5	24	37.1	27	1.6
Texas	624	29.0	15	29.2	16	0.2
Utah						
Vermont						
Virginia						
Washington	194	35.9	23	39.9	31	4.0
West Virginia						
Wisconsin	356	32.5	20	32.5	20	0.0
Wyoming	35	34.9	23	41.3	34	6.4
Bureau of Indian Affairs	478	27.4	14	28.2	15	0.8
Total (Weighted)	28,369	31.3	18	34.2	22	2.9
Number of States Reporting	33					

Table D.3 (contd.)

1990-91 Chapter 1
Annual OLA
Basic Skills

Grade 7

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	637	31.7	19	30.9	18	-0.8
Alaska	17	33.6	24	38.4	29	2.8
Arizona	625	26.6	13	30.8	18	4.2
Arkansas	1,055	36.1	25	37.6	27	1.5
California						
Colorado	125	32.3	20	35.7	24	3.4
Connecticut						
Delaware						
District of Columbia						
Florida						
Georgia						
Hawaii						
Idaho	244	28.1	14	34.1	22	6.0
Illinois	1,768	29.7	16	32.5	20	2.8
Indiana	201	36.5	26	36.7	26	0.2
Iowa						
Kansas						
Kentucky	4,007	34.7	23	33.8	22	-0.9
Louisiana						
Maine						
Maryland						
Massachusetts	260	39.3	30	45.3	41	6.0
Michigan						
Minnesota	311	31.8	19	32.4	20	0.6
Mississippi	4,929	35.9	25	37.6	27	1.7
Missouri	288	31.0	18	31.2	18	0.2
Montana	168	33.3	21	37.6	27	4.3
Nebraska	22	30.9	18	44.7	40	13.8
Nevada	103	23.4	10	32.5	20	9.1
New Hampshire	44	38.7	29	42.4	35	3.7
New Jersey	5,464	34.2	22	36.6	26	2.4
New Mexico	707	26.0	12	32.8	20	6.8
New York	1,671	6.2	1	10.3	2	4.1
North Carolina	908	37.9	28	41.0	33	3.1
North Dakota	27	39.7	31	45.2	41	5.5
Ohio	3	33.6	21	48.3	46	14.7
Oklahoma	1,275	28.1	14	36.3	25	8.2
Oregon	15	21.3	8	36.2	25	14.9
Pennsylvania						
Rhode Island	15	14.3	4	14.9	4	0.6
South Carolina	375	25.9	12	28.4	15	2.5
South Dakota	33	37.6	27	39.4	30	1.8
Tennessee	637	34.7	23	37.2	27	2.5
Texas	496	26.9	13	31.0	18	4.1
Utah						
Vermont						
Virginia						
Washington	221	33.3	21	37.0	26	3.7
West Virginia						
Wisconsin	418	33.5	21	36.5	26	3.0
Wyoming	21	35.9	25	43.2	37	7.3
Bureau of Indian Affairs	429	26.6	13	31.4	18	4.8
Total (Weighted)	27,519	31.6	19	34.0	22	2.4
Number of States Reporting	34					

Table D.3 (contd.)

1990-91 Chapter 1
Annual OLA
Basic Skills

Grade 8

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	558	32.3	20	33.1	21	0.8
Alaska	11	30.7	18	33.7	22	3.0
Arizona	574	29.5	16	33.4	21	3.9
Arkansas	1,038	33.7	22	36.6	26	2.9
California						
Colorado	144	32.4	20	36.7	26	4.3
Connecticut						
Delaware						
District of Columbia						
Florida						
Georgia						
Hawaii						
Idaho	154	29.4	16	33.2	21	3.8
Illinois	1,552	33.2	21	32.9	20	-0.3
Indiana	158	37.8	28	40.8	33	3.0
Iowa						
Kansas						
Kentucky	3,484	33.9	22	36.3	25	2.4
Louisiana						
Maine						
Maryland						
Massachusetts	163	42.1	35	44.3	39	2.2
Michigan						
Minnesota	219	30.0	17	33.0	21	3.0
Mississippi	4,527	34.9	23	39.0	30	4.1
Missouri	200	30.8	18	30.0	17	-0.8
Montana	139	29.8	16	35.5	24	5.7
Nebraska	18	42.8	36	45.3	41	2.5
Nevada	84	27.1	13	32.1	19	5.0
New Hampshire	43	38.5	29	42.4	35	3.9
New Jersey	5,324	34.3	22	35.6	24	1.3
New Mexico	647	26.0	12	32.5	20	6.5
New York	1,698	6.1	1	9.5	2	3.4
North Carolina	647	38.7	29	38.6	29	-0.1
North Dakota	26	36.2	25	38.3	29	2.1
Ohio						
Oklahoma	985	30.7	18	31.6	19	0.9
Oregon	11	38.3	29	39.1	30	0.8
Pennsylvania						
Rhode Island	16	10.8	3	11.4	3	0.6
South Carolina	376	29.1	16	33.5	21	4.4
South Dakota	21	39.7	31	42.4	35	2.7
Tennessee	589	37.0	26	38.5	29	1.5
Texas	495	29.5	16	30.9	18	1.4
Utah						
Vermont						
Virginia						
Washington	214	31.4	18	36.3	25	4.9
West Virginia						
Wisconsin	317	32.5	20	35.7	24	3.2
Wyoming	22	35.4	24	30.9	18	-4.5
Bureau of Indian Affairs	403	26.2	12	30.1	17	3.9
Total (Weighted)	24,857	31.6	19	34.0	22	2.4
Number of States Reporting	33					

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Table D.3 (contd.)

1990-91 Chapter 1
Annual OLA
Basic Skills

Grade 9

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	188	30.8	18	32.1	19	1.3
Alaska	7	19.4	7	21.1	8	1.7
Arizona	754	35.6	24	37.9	28	2.3
Arkansas	450	32.3	20	36.5	26	4.2
California						
Colorado	61	24.6	11	28.8	15	4.2
Connecticut						
Delaware						
District of Columbia						
Florida						
Georgia						
Hawaii						
Idaho	53	36.3	25	45.0	40	8.7
Illinois	1,680	32.7	20	30.8	18	-1.9
Indiana	16	43.4	37	34.9	23	-8.5
Iowa						
Kansas						
Kentucky	1,356	34.2	22	32.5	20	-1.7
Louisiana						
Maine						
Maryland						
Massachusetts	30	33.1	21	43.4	37	10.3
Michigan						
Minnesota	72	30.6	17	33.3	21	2.7
Mississippi	2,464	36.3	25	38.9	29	2.6
Missouri	65	30.3	17	31.2	18	0.9
Montana	157	32.8	20	38.1	28	5.3
Nebraska	25	38.4	29	39.4	30	1.0
Nevada	22	26.5	13	57.2	63	30.7
New Hampshire	6	38.1	28	48.6	47	10.5
New Jersey	3,829	35.7	24	38.5	29	2.8
New Mexico	442	26.1	12	30.0	17	3.9
New York	513	7.8	2	16.9	5	9.1
North Carolina	263	34.1	22	35.6	24	1.5
North Dakota	17	31.1	18	40.5	32	9.4
Ohio						
Oklahoma	294	27.6	14	35.2	24	7.6
Oregon	33	16.1	5	21.3	8	5.2
Pennsylvania						
Rhode Island	9	7.1	2	7.2	2	0.1
South Carolina	121	24.5	11	25.9	12	1.4
South Dakota	67	29.8	16	32.9	20	3.1
Tennessee	20	40.0	31	41.0	33	1.0
Texas	419	36.6	26	37.1	27	0.5
Utah						
Vermont						
Virginia						
Washington	237	32.3	20	36.2	25	3.9
West Virginia						
Wisconsin	312	31.6	19	36.6	26	5.0
Wyoming	13	29.6	16	31.1	18	1.5
Bureau of Indian Affairs	314	26.9	13	30.6	17	3.7
Total (Weighted)	14,309	33.0	21	35.2	24	2.2
Number of States Reporting	33					

Table D.3 (contd.)

1990-91 Chapter 1
Annual OLA
Basic Skills

Grade 10

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	47	29.6	16	24.5	11	-5.1
Alaska	5	24.8	11	29.2	16	4.4
Arizona	340	33.6	21	35.4	24	1.8
Arkansas	318	31.9	19	34.8	23	2.9
California						
Colorado	19	35.1	24	35.6	24	0.5
Connecticut						
Delaware						
District of Columbia						
Florida						
Georgia						
Hawaii						
Idaho	86	37.1	27	40.1	32	3.0
Illinois	737	30.0	17	29.1	16	-0.9
Indiana	14	40.1	32	39.1	30	-1.0
Iowa						
Kansas						
Kentucky	577	31.6	19	35.2	24	3.6
Louisiana						
Maine						
Maryland						
Massachusetts	31	40.3	32	43.2	37	2.9
Michigan						
Minnesota	41	32.4	20	36.2	25	3.8
Mississippi	1,906	37.3	27	38.4	29	1.1
Missouri	24	30.3	17	30.3	17	0.0
Montana	156	35.1	24	41.4	34	6.3
Nebraska	22	40.1	32	38.7	29	-1.4
Nevada	4	30.0	17	50.0	50	20.0
New Hampshire	6	37.0	26	38.0	28	1.0
New Jersey	1,209	34.1	22	38.0	28	3.9
New Mexico	378	28.9	15	33.7	22	4.8
New York	33	45.7	41	42.8	36	-2.9
North Carolina	215	33.2	21	35.1	24	1.9
North Dakota	2	43.0	37	34.5	23	-8.5
Ohio						
Oklahoma	216	32.3	20	30.7	18	-1.6
Oregon	26	27.3	14	26.7	13	-0.6
Pennsylvania						
Rhode Island	24	7.1	2	12.7	3	5.6
South Carolina	97	22.6	9	28.2	15	5.6
South Dakota	48	33.6	21	32.7	20	-0.9
Tennessee						
Texas	302	34.0	22	33.3	21	-0.7
Utah						
Vermont						
Virginia						
Washington	109	30.0	17	34.4	23	4.4
West Virginia						
Wisconsin	105	33.2	21	36.0	25	2.8
Wyoming						
Bureau of Indian Affairs	251	25.4	12	29.6	16	4.2
Total (Weighted)	7,348	33.3	21	35.4	24	2.1
Number of States Reporting	31					

Table D.3 (contd.)

1990-91 Chapter 1
Annual OLA
Basic Skills

Grade 11

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	43	28.1	14	23.8	10	-4.3
Alaska	5	33.2	21	37.8	28	4.6
Arizona	194	33.0	21	36.0	25	3.0
Arkansas	273	32.0	19	30.7	18	-1.3
California						
Colorado	18	30.3	17	33.1	21	2.8
Connecticut						
Delaware						
District of Columbia						
Florida						
Georgia						
Hawaii						
Idaho	63	34.4	23	39.8	31	5.4
Illinois	326	30.9	18	30.6	17	-0.3
Indiana						
Iowa						
Kansas						
Kentucky	210	33.4	21	28.5	15	-4.9
Louisiana						
Maine						
Maryland						
Massachusetts	29	35.1	24	40.4	32	5.3
Michigan						
Minnesota	15	30.4	17	30.4	17	0.0
Mississippi	1,108	37.7	28	40.1	32	2.4
Missouri	3	47.7	45	46.2	42	-1.5
Montana	140	32.9	20	35.4	24	2.5
Nebraska	10	36.3	25	32.4	20	-3.9
Nevada	2	28.0	14	51.0	51	23.0
New Hampshire	5	23.9	10	23.6	10	-0.3
New Jersey	651	32.5	20	34.5	23	2.0
New Mexico	209	31.6	19	31.0	18	-0.6
New York	10	48.2	46	54.9	59	6.7
North Carolina	109	30.3	17	31.3	18	1.0
North Dakota	4	23.3	10	23.3	10	0.0
Ohio						
Oklahoma	197	27.1	13	35.2	24	8.1
Oregon	25	21.3	8	25.0	11	3.7
Pennsylvania						
Rhode Island	13	10.2	2	21.4	8	11.2
South Carolina						
South Dakota	34	33.1	21	35.3	24	2.2
Tennessee						
Texas	242	32.4	20	33.7	22	1.3
Utah						
Vermont						
Virginia						
Washington	41	25.1	11	25.6	12	0.5
West Virginia						
Wisconsin	60	39.7	31	44.1	39	4.4
Wyoming						
Bureau of Indian Affairs	207	25.3	12	25.3	12	0.0
Total (Weighted)	4,246	33.0	21	34.5	23	1.5
Number of States Reporting	29					

ble D.3 (contd.)

1990-91 Chapter 1
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Grade 12

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	1	32.3	20	29.9	17	-2.4
Alaska	2	30.5	17	30.0	17	-0.5
Arizona	160	33.2	21	35.4	24	2.2
Arkansas	128	24.9	11	24.4	11	-0.5
California	16	26.2	12	31.0	18	4.8
Colorado						
Connecticut						
Delaware						
District of Columbia						
Florida						
Georgia						
Hawaii	34	36.1	25	37.4	27	1.3
Idaho	211	31.5	19	30.9	18	-0.6
Illinois						
Indiana						
Iowa						
Kansas	222	31.5	19	28.5	15	-3.0
Kentucky						
Louisiana						
Maine						
Maryland	23	34.2	22	39.8	31	5.6
Massachusetts						
Michigan	6	17.8	6	29.0	15	11.2
Minnesota	193	34.8	23	35.7	24	0.9
Mississippi	4	38.4	29	35.8	25	-2.6
Missouri	94	29.0	15	33.1	21	4.1
Montana	2	27.5	14	43.0	37	15.5
Nebraska						
Nevada	1	25.0	11	19.0	7	-6.0
New Hampshire	304	29.2	16	33.3	21	4.1
New Jersey	144	29.8	16	30.6	17	0.8
New Mexico						
New York	78	31.5	19	34.9	23	3.4
North Carolina	3	6.6	1	6.0	1	-0.6
North Dakota						
Ohio	137	32.9	20	30.9	18	-2.0
Oklahoma	18	17.2	5	32.4	20	15.2
Oregon						
Pennsylvania	10	7.3	2	47.5	45	40.2
Rhode Island						
South Carolina	18	30.6	17	34.1	22	3.5
South Dakota						
Tennessee	205	37.8	28	34.7	23	-3.1
Texas						
Utah						
Vermont						
Virginia	9	36.0	25	35.7	24	-0.3
Washington						
West Virginia	36	40.0	31	37.5	27	-2.5
Wisconsin						
Wyoming	181	25.2	11	26.5	13	1.3
Bureau of Indian Affairs						
Total (Weighted)	2,240	31.1	18	32.0	19	0.9
Number of States Reporting	27					

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Table D.4
Advanced Skills Reading Achievement Information for Chapter 1
Participants Tested on an Annual Cycle, by Grade and State -- 1990-91

Grade 2

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	11,289	33.4	21	35.4	24	2.0
Alaska	449	28.8	15	34.3	22	5.5
Arizona	3,270	27.4	14	30.1	17	2.7
Arkansas	4,561	36.6	26	36.7	26	0.1
California	43,331	30.7	18	32.1	19	1.4
Colorado	2,362	27.4	14	32.2	19	4.8
Connecticut						
Delaware	783	38.1	28	33.5	21	-4.6
District of Columbia						
Florida						
Georgia						
Hawaii	928	21.6	8	24.3	11	2.7
Idaho	1,489	31.8	19	36.8	26	5.0
Illinois	9,154	33.2	21	33.4	21	0.2
Indiana	8,495	36.5	26	43.7	38	7.2
Iowa	1,978	40.5	32	42.0	35	1.5
Kansas	3,125	31.5	19	38.4	29	6.9
Kentucky	8,152	38.6	29	39.8	31	1.2
Louisiana	9,841	33.3	21	36.0	25	2.7
Maine	1,829	32.4	20	39.5	30	7.1
Maryland	6,483	21.7	8	25.6	12	3.9
Massachusetts	4,141	33.9	22	42.1	35	8.2
Michigan	15,672	31.3	18	36.6	26	5.3
Minnesota	7,720	29.2	16	34.9	23	5.7
Mississippi	5,031	34.3	22	35.1	24	0.8
Missouri	7,125	31.0	18	34.1	22	3.1
Montana	574	28.9	15	35.1	24	6.2
Nebraska	2,431	32.7	20	39.6	31	6.9
Nevada	312	24.1	10	32.1	19	8.0
New Hampshire	926	35.5	24	48.4	47	12.9
New Jersey	7,102	35.8	25	42.2	35	6.4
New Mexico	3,114	23.6	10	28.6	15	5.0
New York	19,873	12.9	3	33.0	21	20.1
North Carolina	7,753	29.2	16	34.8	23	5.6
North Dakota	761	36.1	25	41.2	33	5.1
Ohio	14,495	30.7	18	38.3	29	7.6
Oklahoma	4,381	32.0	19	39.0	30	7.0
Oregon	1,963	29.4	16	38.5	29	9.1
Pennsylvania	21,439	35.0	23	39.5	30	4.5
Rhode Island	982	36.0	25	38.6	29	2.6
South Carolina	5,444	25.2	11	30.5	17	5.3
South Dakota	1,259	35.1	24	39.0	30	3.9
Tennessee	6,191	41.0	33	43.4	37	2.4
Texas	27,182	34.7	23	37.4	27	2.7
Utah	1,490	30.1	17	35.4	24	5.3
Vermont	1,120	27.8	14	34.7	23	6.9
Virginia	7,660	33.5	21	40.1	32	6.6
Washington	5,496	24.9	11	32.9	20	8.0
West Virginia	2,721	36.0	25	40.9	33	4.9
Wisconsin	4,677	32.6	20	38.8	29	6.2
Wyoming	269	36.1	25	42.8	36	6.7
Bureau of Indian Affairs	1,017	24.9	11	25.8	12	0.9
Total (Weighted)	308,040	31.1	18	36.1	25	5.0
Number of States Reporting	48					

Table D.4 (contd.)

1990-91 Chapter 1
Annual Reading
Advanced Skills

Grade 3

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	12,481	31.4	18	31.8	19	0.4
Alaska	413	28.3	15	32.9	20	4.6
Arizona	3,680	26.1	12	30.6	17	4.5
Arkansas	3,932	34.4	23	35.3	24	0.9
California	49,021	29.3	16	34.2	22	4.9
Colorado	2,417	26.1	12	33.2	21	7.1
Connecticut						
Delaware	711	34.8	23	36.5	26	1.7
District of Columbia	945	44.6	39	46.0	42	1.4
Florida						
Georgia						
Hawaii	1,204	24.4	11	25.8	12	1.4
Idaho	1,443	31.2	18	36.8	26	5.6
Illinois	10,493	29.5	16	32.4	20	2.9
Indiana	7,688	38.2	28	43.0	37	4.8
Iowa	3,624	37.7	28	40.5	32	2.8
Kansas	3,031	31.6	19	37.4	27	5.8
Kentucky	8,658	36.7	26	36.6	26	-0.1
Louisiana	10,504	32.6	20	36.5	26	3.9
Maine	1,749	35.5	24	41.8	34	6.3
Maryland	6,400	27.4	14	29.2	16	1.8
Massachusetts	3,736	36.6	26	41.0	33	4.4
Michigan	13,940	32.2	19	37.5	27	5.3
Minnesota	6,355	29.8	16	35.7	24	5.9
Mississippi	12,288	33.6	21	35.4	24	1.8
Missouri	6,859	31.5	19	33.2	21	1.7
Montana	521	28.9	15	33.7	22	4.8
Nebraska	2,287	34.5	23	41.2	33	6.7
Nevada	244	23.2	10	31.4	18	8.2
New Hampshire	696	40.7	33	53.3	56	12.6
New Jersey	6,720	34.8	23	42.0	35	7.2
New Mexico	7,514	25.7	12	33.1	21	7.4
New York	19,836	28.9	15	31.8	19	2.9
North Carolina	9,618	30.9	18	37.6	27	6.7
North Dakota	858	36.7	26	40.0	31	3.3
Ohio	11,988	30.8	18	37.8	28	7.0
Oklahoma	3,703	31.1	18	34.5	23	3.4
Oregon	2,449	30.8	18	36.8	26	6.0
Pennsylvania	20,338	34.7	23	39.4	30	4.7
Rhode Island	921	33.6	21	35.6	24	2.0
South Carolina	5,500	25.5	12	30.6	17	5.1
South Dakota	1,135	33.2	21	37.2	27	4.0
Tennessee	9,210	39.9	31	39.8	31	-0.1
Texas	30,703	33.4	21	36.3	25	2.9
Utah	1,638	29.5	16	34.9	23	5.4
Vermont	992	28.9	15	36.6	26	7.7
Virginia	7,109	33.5	21	35.9	25	2.4
Washington	4,264	27.3	14	32.9	20	5.6
West Virginia	2,769	34.5	23	39.5	30	5.0
Wisconsin	4,301	33.1	21	37.9	28	4.8
Wyoming	361	37.7	28	43.4	37	5.7
Bureau of Indian Affairs	1,094	23.2	10	29.6	16	6.4
Total (Weighted)	323,341	31.9	19	35.8	25	3.9
Number of States Reporting	49					

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Table D.4 (contd.)

1990-91 Chapter 1
Annual Reading
Advanced Skills

Grade 4

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	11,776	28.7	15	32.4	20	3.7
Alaska	357	28.5	15	31.1	18	2.6
Arizona	3,868	28.5	15	32.9	20	4.4
Arkansas	3,904	33.8	22	39.6	31	5.8
California	45,723	32.5	20	34.7	23	2.2
Colorado	1,826	29.1	16	34.0	22	4.9
Connecticut						
Delaware	577	33.7	22	34.8	23	1.1
District of Columbia	745	43.3	37	36.9	26	-6.4
Florida						
Georgia						
Hawaii	1,179	26.6	13	28.8	15	2.2
Idaho	1,290	32.2	19	36.7	26	4.5
Illinois	10,096	28.8	15	31.1	18	2.3
Indiana	7,084	37.5	27	40.1	32	2.6
Iowa	2,705	38.3	29	42.7	36	4.4
Kansas	2,801	31.6	19	37.0	26	5.4
Kentucky	8,108	34.4	23	37.5	27	3.1
Louisiana	8,212	34.0	22	37.7	28	3.7
Maine	1,376	36.8	26	41.7	34	4.9
Maryland	4,805	30.9	18	33.7	22	2.8
Massachusetts	3,502	35.4	24	41.8	34	6.4
Michigan	11,039	32.7	20	37.0	26	4.3
Minnesota	4,025	31.7	19	36.2	25	4.5
Mississippi	14,053	33.4	21	36.7	26	3.3
Missouri	6,075	30.6	17	32.3	20	1.7
Montana	429	31.5	19	36.4	25	4.9
Nebraska	1,936	36.3	25	41.6	34	5.3
Nevada	239	27.7	14	31.7	19	4.0
New Hampshire	406	42.3	35	50.0	50	7.7
New Jersey	4,840	35.1	24	39.5	30	4.4
New Mexico	2,111	27.8	14	31.8	19	4.0
New York	19,649	29.5	16	35.7	24	6.2
North Carolina	13,470	34.4	23	36.7	26	2.3
North Dakota	749	36.6	26	41.1	33	4.5
Ohio	6,803	31.1	18	36.1	25	5.0
Oklahoma	3,932	30.7	18	36.1	25	5.4
Oregon	1,900	30.3	17	35.1	24	4.8
Pennsylvania	18,801	36.0	25	40.5	32	4.5
Rhode Island	1,000	31.6	19	35.9	25	4.3
South Carolina	5,904	26.3	13	32.0	19	5.7
South Dakota	1,021	33.4	21	36.9	26	3.5
Tennessee	8,327	40.9	33	42.2	35	1.3
Texas	30,782	33.0	21	37.2	27	4.2
Utah	1,372	30.7	18	34.7	23	4.0
Vermont	697	32.3	20	38.4	29	6.1
Virginia	6,127	33.6	21	37.1	27	3.5
Washington	3,167	29.8	16	35.7	24	5.9
West Virginia	2,640	33.6	21	39.4	30	5.8
Wisconsin	3,207	33.8	22	36.9	26	3.1
Wyoming	319	37.3	27	42.4	35	5.1
Bureau of Indian Affairs	958	26.9	13	27.3	14	0.4
Total (Weighted)	295,912	32.7	20	36.4	25	3.7
Number of States Reporting	49					

Table D.4 (contd.)

1990-91 Chapter 1
Annual Reading
Advanced Skills

Grade 5

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	11,756	31.0	18	32.9	20	1.9
Alaska	288	29.4	16	29.8	16	0.4
Arizona	3,778	30.6	17	34.4	23	3.8
Arkansas	3,421	35.7	24	35.6	24	-0.1
California	48,249	32.7	20	34.9	23	2.2
Colorado	1,422	29.4	16	33.7	22	4.3
Connecticut						
Delaware	377	32.8	20	33.5	21	0.7
District of Columbia	732	39.2	30	39.0	30	-0.2
Florida						
Georgia						
Hawaii	1,079	28.1	14	29.5	16	1.4
Idaho	1,094	32.8	20	37.0	26	4.2
Illinois	9,069	28.9	15	29.4	16	0.5
Indiana	6,432	37.0	26	38.6	29	1.6
Iowa	1,877	39.2	30	41.8	34	2.6
Kansas	2,277	31.8	19	37.0	26	5.2
Kentucky	7,013	36.0	25	35.7	24	-0.3
Louisiana	7,046	35.0	23	36.9	26	1.9
Maine	1,094	36.3	25	39.3	30	3.0
Maryland	3,078	30.1	17	28.0	14	-2.1
Massachusetts	3,130	35.0	23	39.6	31	4.6
Michigan	8,686	32.7	20	36.1	25	3.4
Minnesota	2,798	32.1	19	35.9	25	3.8
Mississippi	14,233	34.2	22	36.3	25	2.1
Missouri	4,712	29.5	16	33.4	21	3.9
Montana	377	29.9	17	35.8	25	5.9
Nebraska	1,549	37.5	27	41.9	35	4.4
Nevada	273	28.5	15	30.2	17	1.7
New Hampshire	293	38.9	29	41.8	34	2.9
New Jersey	5,135	34.9	23	38.1	28	3.2
New Mexico	1,952	30.0	17	34.8	23	4.8
New York	16,014	30.0	17	36.3	25	6.3
North Carolina	13,465	34.5	23	36.1	25	1.6
North Dakota	557	37.8	28	40.7	33	2.9
Ohio	5,028	30.0	17	35.3	24	5.3
Oklahoma	3,215	30.8	18	38.4	29	7.6
Oregon	1,384	32.3	20	35.9	25	3.6
Pennsylvania	13,233	35.0	23	38.8	29	3.8
Rhode Island	702	31.9	19	34.5	23	2.6
South Carolina	5,675	26.5	13	31.6	19	5.1
South Dakota	854	34.0	22	37.0	26	3.0
Tennessee	7,432	39.6	31	38.3	29	-1.3
Texas	28,343	33.2	21	35.2	24	2.0
Utah	1,027	30.6	17	34.7	23	4.1
Vermont	422	33.7	22	37.1	27	3.4
Virginia	5,537	36.7	26	41.9	35	5.2
Washington	2,398	31.3	18	34.9	23	3.6
West Virginia	2,289	34.4	23	36.9	26	2.5
Wisconsin	2,485	32.5	20	35.3	24	2.8
Wyoming	281	36.9	26	39.8	31	2.9
Bureau of Indian Affairs	992	25.9	12	25.0	11	-0.9
Total (Weighted)	264,553	33.0	21	35.6	24	2.6
Number of States Reporting	49					

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Table D.4 (contd.)

1990-91 Chapter 1
Annual Reading
Advanced Skills

Grade 6

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	8,995	29.9	17	32.9	20	3.0
Alaska	193	28.9	15	33.5	21	4.6
Arizona	3,249	30.8	18	32.8	20	2.0
Arkansas	3,077	33.8	22	38.1	28	4.3
California	38,834	33.3	21	35.8	25	2.5
Colorado	1,375	30.7	18	33.2	21	2.5
Connecticut						
Delaware	266	34.5	23	33.9	22	-0.6
District of Columbia	687	37.3	27	44.6	39	7.3
Florida						
Georgia						
Hawaii	862	28.8	15	30.8	18	2.0
Idaho	692	30.2	17	33.1	21	2.9
Illinois	7,675	28.4	15	29.3	16	0.9
Indiana	4,923	36.1	25	41.1	33	5.0
Iowa	1,200	39.4	30	42.9	36	3.5
Kansas	1,549	33.4	21	35.8	25	2.4
Kentucky	5,720	35.1	24	36.4	25	1.3
Louisiana	4,098	33.5	21	41.9	35	8.4
Maine	814	35.4	24	37.9	28	2.5
Maryland	246	16.4	5	24.8	11	8.4
Massachusetts	2,376	34.8	23	39.5	30	4.7
Michigan	5,537	32.7	20	35.6	24	2.9
Minnesota	1,915	31.6	19	35.2	24	3.6
Mississippi	12,087	34.3	22	37.1	27	2.8
Missouri	3,161	29.0	15	30.6	17	1.6
Montana	324	29.9	17	33.9	22	4.0
Nebraska	1,171	36.3	25	40.3	32	4.0
Nevada	358	27.6	14	30.7	18	3.1
New Hampshire	246	39.2	30	41.6	34	2.4
New Jersey	5,089	33.6	21	39.3	30	5.7
New Mexico	1,517	30.2	17	31.5	19	1.3
New York	12,633	32.1	19	34.2	22	2.1
North Carolina	10,922	33.9	22	36.6	26	2.7
North Dakota	448	36.4	25	39.3	30	2.9
Ohio	3,228	31.2	18	35.9	25	4.7
Oklahoma	2,294	31.9	19	34.3	22	2.4
Oregon	1,095	31.4	18	34.9	23	3.5
Pennsylvania	11,622	34.3	22	37.8	28	3.5
Rhode Island	627	31.5	19	36.1	25	4.6
South Carolina	4,714	25.9	12	30.8	18	4.9
South Dakota	645	34.3	22	34.5	23	0.2
Tennessee	5,450	39.5	30	39.2	30	-0.3
Texas	16,263	31.8	19	34.5	23	2.7
Utah	546	27.0	13	31.2	18	4.2
Vermont	346	33.6	21	36.8	26	3.2
Virginia	2,914	33.5	21	36.1	25	2.6
Washington	1,324	32.5	20	36.4	25	3.9
West Virginia	1,735	33.3	21	36.7	26	3.4
Wisconsin	1,687	32.8	20	35.2	24	2.4
Wyoming	206	35.2	24	42.0	35	6.8
Bureau of Indian Affairs	836	24.7	11	26.9	13	2.2
Total (Weighted)	197,771	32.8	20	35.7	24	2.9
Number of States Reporting	49					

Table D.4 (contd.)

1990-91 Chapter 1
Annual Reading
Advanced Skills

Grade 7

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	3,693	30.9	18	30.7	18	-0.2
Alaska	93	23.4	10	26.4	13	3.0
Arizona	2,220	30.8	18	35.0	23	4.2
Arkansas	2,040	33.1	21	34.2	22	1.1
California	23,319	32.4	20	35.1	24	2.7
Colorado	1,104	30.4	17	34.4	23	4.0
Connecticut						
Delaware	60	30.9	18	31.5	19	0.6
District of Columbia	138	43.5	37	39.6	31	-3.9
Florida						
Georgia						
Hawaii	651	29.4	16	28.8	15	-0.6
Idaho	564	32.2	19	36.3	25	4.1
Illinois	5,122	29.0	15	32.2	19	3.2
Indiana	2,448	37.0	26	39.2	30	2.2
Iowa	499	40.4	32	43.4	37	3.0
Kansas	932	34.0	22	38.5	29	4.5
Kentucky	4,003	36.2	25	35.2	24	-1.0
Louisiana	1,428	36.7	26	34.4	23	-2.3
Maine	526	33.9	22	38.5	29	4.6
Maryland						
Massachusetts	1,930	34.4	23	37.5	27	3.1
Michigan	3,583	32.0	19	34.7	23	2.7
Minnesota	742	31.8	19	35.5	24	3.7
Mississippi	7,280	33.2	21	34.4	23	1.2
Missouri	1,659	27.4	14	31.3	18	3.9
Montana	304	31.2	18	36.6	26	5.4
Nebraska	388	36.0	25	41.2	33	5.2
Nevada	400	23.9	10	27.8	14	3.9
New Hampshire	244	37.1	27	40.3	32	3.2
New Jersey	4,838	34.1	22	37.8	28	3.7
New Mexico	1,430	28.8	15	32.4	20	3.6
New York	11,943	30.0	17	34.5	23	4.5
North Carolina	8,996	34.0	22	35.7	24	1.7
North Dakota	307	37.9	28	42.1	35	4.2
Ohio	600	29.7	16	35.6	24	5.9
Oklahoma	1,480	31.7	19	39.7	31	8.0
Oregon	985	31.2	18	36.6	26	5.4
Pennsylvania	8,290	33.1	21	37.7	28	4.6
Rhode Island	902	32.8	20	33.0	21	0.2
South Carolina	3,296	26.0	12	30.7	18	4.7
South Dakota	371	32.0	19	35.4	24	3.4
Tennessee	2,890	42.6	36	43.5	37	0.9
Texas	10,856	31.7	19	34.6	23	2.9
Utah	430	28.6	15	34.7	23	6.1
Vermont	331	31.6	19	36.1	25	4.5
Virginia	1,537	33.4	21	37.0	26	3.6
Washington	658	32.1	19	35.0	23	2.9
West Virginia	794	30.1	17	35.3	24	5.2
Wisconsin	1,325	33.6	21	36.0	25	2.4
Wyoming	124	33.4	21	39.9	31	6.5
Bureau of Indian Affairs	622	24.0	10	28.4	15	4.4
Total (Weighted)	128,375	32.4	20	35.2	24	2.8
Number of States Reporting	48					

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Table D.4 (contd.)

1990-91 Chapter 1
Annual Reading
Advanced Skills

Grade 8

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	2,587	31.5	19	33.6	21	2.1
Alaska	70	25.1	11	24.1	10	-1.0
Arizona	1,871	33.4	21	34.7	23	1.3
Arkansas	1,712	34.3	22	38.1	28	3.8
California	29,207	34.5	23	35.3	24	0.8
Colorado	902	30.3	17	34.7	23	4.4
Connecticut						
Delaware	56	28.0	14	26.8	13	-1.2
District of Columbia	234	36.3	25	37.5	27	1.2
Florida						
Georgia						
Hawaii	745	28.5	15	30.2	17	1.7
Idaho	452	33.3	21	36.7	26	3.4
Illinois	4,036	31.4	18	31.8	19	0.4
Indiana	2,480	37.3	27	39.8	31	2.5
Iowa	357	41.0	33	44.5	39	3.5
Kansas	693	36.1	25	36.8	26	0.7
Kentucky	3,484	35.2	24	37.3	27	2.1
Louisiana	829	34.1	22	35.0	23	0.9
Maine	338	34.7	23	37.6	27	2.9
Maryland						
Massachusetts	1,713	33.3	21	37.5	27	4.2
Michigan	3,056	33.8	22	34.7	23	0.9
Minnesota	492	30.4	17	33.7	22	3.3
Mississippi	6,444	35.2	24	36.2	25	1.0
Missouri	1,079	28.7	15	30.6	17	1.9
Montana	252	29.8	16	33.7	22	3.9
Nebraska	357	35.9	25	39.3	30	3.4
Nevada	224	25.3	12	30.0	17	4.7
New Hampshire	181	37.6	27	39.9	31	2.3
New Jersey	4,708	34.2	22	37.7	28	3.5
New Mexico	1,302	29.9	17	32.2	19	2.3
New York	10,011	31.6	19	33.7	22	2.1
North Carolina	8,332	34.8	23	35.8	25	1.0
North Dakota	135	36.5	26	39.8	31	3.3
Ohio	269	29.1	16	32.2	19	3.1
Oklahoma	1,041	33.0	21	34.3	22	1.3
Oregon	788	31.6	19	35.8	25	4.2
Pennsylvania	6,386	33.0	21	36.0	25	3.0
Rhode Island	989	32.2	19	35.3	24	3.1
South Carolina	2,666	26.4	13	32.4	20	6.0
South Dakota	310	32.4	20	35.0	23	2.6
Tennessee	2,643	44.6	39	46.1	42	1.5
Texas	9,487	32.6	20	34.3	22	1.7
Utah	261	27.8	14	31.5	19	3.7
Vermont	270	32.4	20	35.7	24	3.3
Virginia	834	30.7	18	35.2	24	4.5
Washington	530	31.8	19	35.0	23	3.2
West Virginia	596	30.6	17	35.4	24	4.8
Wisconsin	1,165	33.4	21	36.3	25	2.9
Wyoming	75	34.1	22	37.6	27	3.5
Bureau of Indian Affairs	557	27.5	14	29.9	17	2.4
Total (Weighted)	117,206	33.6	21	35.4	24	1.8
Number of States Reporting	48					

Table D.4 (contd.)

1990-91 Chapter 1
Annual Reading
Advanced Skills

Grade 9

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	701	32.0	19	34.6	23	2.6
Alaska	43	24.9	11	25.3	12	0.4
Arizona	1,680	30.5	17	34.5	23	4.0
Arkansas	473	29.1	16	35.5	24	6.4
California	16,752	30.9	18	32.5	20	1.6
Colorado	256	28.9	15	30.9	18	2.0
Connecticut						
Delaware	95	30.0	17	32.7	20	2.7
District of Columbia	230	37.0	26	41.9	35	4.9
Florida						
Georgia						
Hawaii	328	25.6	12	31.4	18	5.8
Idaho	249	30.8	18	32.8	20	2.0
Illinois	2,290	31.4	18	31.4	18	0.0
Indiana	973	39.7	31	39.9	31	0.2
Iowa	86	36.8	26	46.4	43	9.6
Kansas	433	33.9	22	31.9	19	-2.0
Kentucky	1,358	35.5	24	32.3	20	-3.2
Louisiana						
Maine	79	29.4	16	33.0	21	3.6
Maryland						
Massachusetts	1,047	32.0	19	38.1	28	6.1
Michigan	1,268	33.4	21	32.9	20	-0.5
Minnesota	128	27.9	14	33.3	21	5.4
Mississippi	2,431	35.1	24	36.1	25	1.0
Missouri	108	22.1	9	20.0	7	-2.1
Montana	257	32.6	20	38.0	28	5.4
Nebraska	182	35.7	24	39.3	30	3.6
Nevada	59	23.7	10	37.4	27	13.7
New Hampshire	130	36.5	26	39.5	30	3.0
New Jersey	2,318	33.9	22	36.9	26	3.0
New Mexico	643	27.9	14	31.3	18	3.4
New York	6,791	35.7	24	39.4	30	3.7
North Carolina	1,461	32.1	19	34.8	23	2.7
North Dakota	69	38.9	29	42.8	36	3.9
Ohio	56	30.6	17	33.9	22	3.3
Oklahoma	325	31.0	18	38.9	29	7.9
Oregon	463	24.3	11	32.6	20	8.3
Pennsylvania	3,098	32.6	20	35.6	24	3.0
Rhode Island	392	33.4	21	35.8	25	2.4
South Carolina	1,099	27.0	13	33.3	21	6.3
South Dakota	75	33.5	21	37.8	28	4.3
Tennessee	69	39.4	30	35.2	24	-4.2
Texas	2,734	33.2	21	33.8	22	0.6
Utah	60	27.9	14	29.1	16	1.2
Vermont	123	30.3	17	34.9	23	4.6
Virginia	151	24.0	10	31.4	18	7.4
Washington	310	26.4	13	32.7	20	6.3
West Virginia	126	23.0	10	29.8	16	6.8
Wisconsin	659	31.7	19	35.6	24	3.9
Wyoming	57	30.6	17	37.1	27	6.5
Bureau of Indian Affairs	333	28.5	15	31.0	18	2.5
Total (Weighted)	53,048	32.3	20	34.6	23	2.3
Number of States Reporting	47					

Table D.4 (contd.)

1990-91 Chapter 1
Annual Reading
Advanced Skills

Grade 10

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	354	35.5	24	34.2	22	-1.3
Alaska	19	22.3	9	23.9	10	1.6
Arizona	793	28.6	15	31.4	18	2.8
Arkansas	363	29.1	16	28.6	15	-0.5
California	11,437	30.9	18	32.0	19	1.1
Colorado	125	27.2	14	32.7	20	5.5
Connecticut						
Delaware	1	1.0	1	49.0	48	48.0
District of Columbia						
Florida						
Georgia						
Hawaii	90	26.1	12	23.6	10	-2.5
Idaho	120	28.1	14	33.4	21	5.3
Illinois	1,006	32.7	20	35.6	24	2.9
Indiana	227	32.5	20	34.4	23	1.9
Iowa	31	32.3	20	31.2	18	-1.1
Kansas	250	30.2	17	30.8	18	0.6
Kentucky	577	32.7	20	35.5	24	2.8
Louisiana						
Maine	29	32.4	20	30.2	17	-2.2
Maryland						
Massachusetts	650	30.2	17	35.0	23	4.8
Michigan	321	30.7	18	32.3	20	1.6
Minnesota	78	25.9	12	30.2	17	4.3
Mississippi	1,164	36.3	25	36.7	26	0.4
Missouri	19	19.9	7	26.6	13	6.7
Montana	208	28.9	15	33.5	21	4.6
Nebraska	154	37.5	27	40.2	32	2.7
Nevada						
New Hampshire	48	34.7	23	41.3	34	6.6
New Jersey	791	28.1	14	32.1	19	4.0
New Mexico	396	27.5	14	31.3	18	3.8
New York	3,988	37.5	27	42.2	35	4.7
North Carolina	431	29.2	16	34.6	23	5.4
North Dakota	53	37.9	28	32.2	19	-5.7
Ohio	38	31.4	18	31.4	18	0.0
Oklahoma	159	30.5	17	34.7	23	4.2
Oregon	178	28.5	15	33.1	21	4.6
Pennsylvania	1,869	31.7	19	34.0	22	2.3
Rhode Island	145	29.6	16	32.1	19	2.5
South Carolina	695	28.8	15	28.7	15	-0.1
South Dakota	25	34.0	22	35.6	24	1.6
Tennessee	161	55.9	61	53.5	56	-2.4
Texas	1,954	31.9	19	32.5	20	0.6
Utah	34	24.3	11	24.1	10	-0.2
Vermont	42	30.2	17	33.2	21	3.0
Virginia	81	24.5	11	27.1	13	2.6
Washington	182	30.1	17	32.9	20	2.8
West Virginia	136	36.9	26	38.2	28	1.3
Wisconsin	676	33.9	22	35.1	24	1.2
Wyoming	25	33.6	21	40.0	31	6.4
Bureau of Indian Affairs	219	27.6	14	29.0	15	1.4
Total (Weighted)	30,342	32.1	19	34.1	22	2.0
Number of States Reporting	45					

Table D.4 (contd.)

1990-91 Chapter 1
Annual Reading
Advanced Skills

Grade 11

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	226	31.8	19	32.2	19	0.4
Alaska	20	21.3	8	23.9	10	2.6
Arizona	470	27.8	14	30.4	17	2.6
Arkansas	237	24.5	11	26.3	13	1.8
California	10,200	31.1	18	32.6	20	1.5
Colorado	64	26.5	13	30.5	17	4.0
Connecticut						
Delaware	11	42.0	35	51.0	51	9.0
District of Columbia						
Florida						
Georgia						
Hawaii	25	21.2	8	23.2	10	2.0
Idaho	82	31.0	18	39.4	30	8.4
Illinois	466	32.6	20	35.4	24	2.8
Indiana	79	33.8	22	34.0	22	0.2
Iowa	35	35.2	24	39.3	30	4.1
Kansas	113	29.0	15	28.3	15	-0.7
Kentucky	210	34.5	23	30.8	18	-3.7
Louisiana						
Maine	8	31.8	19	33.0	21	1.2
Maryland						
Massachusetts	439	28.0	14	30.0	17	2.0
Michigan	152	31.1	18	29.2	16	-1.9
Minnesota	19	20.1	7	28.9	15	8.8
Mississippi	932	34.2	22	36.6	26	2.4
Missouri						
Montana	201	31.2	18	35.2	24	4.0
Nebraska	99	38.9	29	42.9	36	4.0
Nevada						
New Hampshire	37	30.8	18	38.9	29	8.1
New Jersey	519	26.5	13	31.0	18	4.5
New Mexico	238	30.4	17	27.5	14	-2.9
New York	1,657	38.7	29	42.1	35	3.4
North Carolina	239	27.6	14	30.9	18	3.3
North Dakota	22	34.4	23	35.3	24	0.9
Ohio	10	34.8	23	41.1	33	6.3
Oklahoma	118	31.8	19	38.0	28	6.2
Oregon	139	27.0	13	30.8	18	3.8
Pennsylvania	1,166	30.4	17	33.8	22	3.4
Rhode Island	122	30.9	18	34.0	22	3.1
South Carolina	251	24.1	10	30.1	17	6.0
South Dakota	21	31.3	18	34.3	22	3.0
Tennessee	4	27.0	13	23.0	10	-4.0
Texas	1,414	33.7	22	34.9	23	1.2
Utah	32	28.2	15	27.0	13	-1.2
Vermont	32	24.2	11	29.6	16	5.4
Virginia	44	26.4	13	28.6	15	2.2
Washington	113	28.3	15	34.0	22	5.7
West Virginia	45	30.0	17	35.5	24	5.5
Wisconsin	215	36.6	26	38.6	29	2.0
Wyoming	13	33.4	21	40.7	33	7.3
Bureau of Indian Affairs	167	25.6	12	27.2	14	1.6
Total (Weighted)	20,706	31.6	19	33.6	21	2.0
Number of States Reporting	44					

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Table D.4 (contd.)

1990–91 Chapter 1
Annual Reading
Advanced Skills

Grade 12

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	232	33.2	21	33.9	22	0.7
Alaska	7	22.2	9	31.6	19	9.4
Arizona	371	26.2	12	31.6	19	5.4
Arkansas	43	12.6	3	13.7	4	1.1
California	4,828	33.5	21	31.8	19	-1.7
Colorado	46	24.7	11	33.0	21	8.3
Connecticut						
Delaware	9	24.0	10	25.0	11	1.0
District of Columbia						
Florida						
Georgia						
Hawaii	14	39.9	31	38.7	29	-1.2
Idaho	31	31.6	19	39.9	31	8.3
Illinois	254	29.4	16	29.9	17	0.5
Indiana	32	30.4	17	29.9	17	-0.5
Iowa	20	38.4	29	44.6	39	6.2
Kansas	23	27.6	14	29.1	16	1.5
Kentucky	223	31.8	19	28.8	15	-3.0
Louisiana						
Maine	12	36.3	25	37.5	27	1.2
Maryland						
Massachusetts	372	27.8	14	32.8	20	5.0
Michigan	137	33.5	21	35.3	24	1.8
Minnesota	11	6.9	2	28.8	15	21.9
Mississippi	237	29.7	16	32.1	19	2.4
Missouri						
Montana	112	30.4	17	33.4	21	3.0
Nebraska	49	32.6	20	38.2	28	5.6
Nevada						
New Hampshire	7	18.7	6	28.3	15	9.6
New Jersey	242	25.4	12	30.1	17	4.7
New Mexico	79	35.9	25	35.8	25	-0.1
New York	350	29.9	17	37.3	27	7.4
North Carolina	190	28.6	15	33.4	21	4.8
North Dakota	11	30.4	17	37.4	27	7.0
Ohio	10	31.5	19	33.4	21	1.9
Oklahoma	94	29.3	16	32.7	20	3.4
Oregon	84	32.7	20	39.5	30	6.8
Pennsylvania	501	29.4	16	32.9	20	3.5
Rhode Island	108	32.2	19	38.2	28	6.0
South Carolina	126	23.9	10	24.1	10	0.2
South Dakota	10	29.6	16	30.8	18	1.2
Tennessee						
Texas	673	32.6	20	32.6	20	0.0
Utah	13	22.9	9	24.2	11	1.3
Vermont	5	27.2	14	38.3	29	11.1
Virginia	32	30.8	18	56.3	61	25.5
Washington	34	32.1	19	37.3	27	5.2
West Virginia						
Wisconsin	86	33.5	21	34.0	22	0.5
Wyoming	3	37.1	27	41.9	35	4.8
Bureau of Indian Affairs	143	29.4	16	33.5	21	4.1
Total (Weighted)	9,864	31.6	19	32.4	20	0.8
Number of States Reporting	42					

Table D.5
Advanced Skills Math Achievement Information for Chapter 1
Participants Tested on an Annual Cycle, by Grade and State -- 1990-91

Grade 2

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	5,894	31.2	18	35.6	24	4.4
Alaska	64	23.2	10	28.6	15	5.4
Arizona	1,246	31.8	19	34.8	23	3.0
Arkansas	2,558	32.5	20	37.4	27	4.9
California	32,917	39.5	30	39.5	30	0.0
Colorado	285	29.8	16	40.3	32	10.5
Connecticut						
Delaware	411	35.3	24	35.3	24	0.0
District of Columbia						
Florida						
Georgia	6,266	36.2	25	39.2	30	3.0
Hawaii	220	23.6	10	31.4	18	7.8
Idaho	684	32.2	19	37.4	27	5.2
Illinois	3,958	37.6	27	37.6	27	0.0
Indiana	2,001	34.7	23	46.0	42	11.3
Iowa	225	42.2	35	51.7	53	9.5
Kansas	1,031	32.6	20	42.8	36	10.2
Kentucky	1,515	44.6	39	45.1	40	0.5
Louisiana	4,935	33.8	22	39.7	31	5.9
Maine	562	37.5	27	41.8	34	4.3
Maryland	5,265	22.8	9	27.3	14	4.5
Massachusetts	1,523	36.4	25	46.8	44	10.4
Michigan	6,130	35.0	23	40.9	33	5.9
Minnesota	4,790	31.1	18	37.0	26	5.9
Mississippi	3,806	33.7	22	38.2	28	4.5
Missouri	3,110	31.8	19	38.9	29	7.1
Montana	314	27.8	14	37.0	26	9.2
Nebraska	995	36.7	26	43.0	37	6.3
Nevada	185	20.0	7	33.2	21	13.2
New Hampshire	226	25.8	12	49.4	48	23.6
New Jersey	5,087	49.9	49	58.9	66	9.0
New Mexico	443	30.5	17	36.2	25	5.7
New York	3,727	33.7	22	43.7	38	10.0
North Carolina	794	31.9	19	38.1	28	6.2
North Dakota	198	39.1	30	42.4	35	3.3
Ohio	970	32.7	20	38.6	29	5.9
Oklahoma	1,814	31.0	18	40.7	33	9.7
Oregon	369	31.7	19	38.9	29	7.2
Pennsylvania	7,581	37.8	28	45.5	41	7.7
Rhode Island	206	38.6	29	41.8	34	3.2
South Carolina	4,264	25.4	12	32.4	20	7.0
South Dakota	792	37.9	28	41.4	34	3.5
Tennessee	5,448	45.3	41	42.0	35	-3.3
Texas	10,395	36.1	25	42.7	36	6.6
Utah	256	33.3	21	39.4	30	6.1
Vermont	341	31.5	19	38.5	29	7.0
Virginia	2,562	30.8	18	38.6	29	7.8
Washington	1,166	27.7	14	36.7	26	9.0
West Virginia	1,080	38.7	29	45.1	40	6.4
Wisconsin	1,649	34.5	23	40.6	32	6.1
Wyoming	50	37.8	28	44.9	40	7.1
Bureau of Indian Affairs	806	25.4	12	26.2	12	0.8
Total (Weighted)	141,114	35.8	25	40.1	32	4.3
Number of States Reporting	49					

Table D.5 (contd.)

1990–91 Chapter 1
Annual Math
Advanced Skills

Grade 3

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	6,119	31.0	18	35.0	23	4.0
Alaska	155	30.9	18	34.8	23	3.9
Arizona	2,203	33.1	21	33.9	22	0.8
Arkansas	2,695	33.8	22	36.9	26	3.1
California	37,808	35.8	25	37.6	27	1.8
Colorado	455	30.4	17	38.5	29	8.1
Connecticut						
Delaware	274	32.4	20	38.1	28	5.7
District of Columbia	945	47.4	45	50.8	51	3.4
Florida						
Georgia	10,481	32.9	20	33.7	22	0.8
Hawaii	154	27.9	14	32.2	19	4.3
Idaho	1,016	32.3	20	37.3	27	5.0
Illinois	4,807	34.7	23	30.4	17	-4.3
Indiana	2,378	38.5	29	44.5	39	6.0
Iowa	563	41.4	34	45.0	40	3.6
Kansas	1,237	33.1	21	38.8	29	5.7
Kentucky	1,880	42.0	35	36.7	26	-5.3
Louisiana	5,134	34.4	23	39.8	31	5.4
Maine	768	37.0	26	42.5	36	5.5
Maryland	4,606	26.0	12	26.1	12	0.1
Massachusetts	1,870	37.4	27	45.3	41	7.9
Michigan	7,240	34.9	23	40.0	31	5.1
Minnesota	5,172	31.7	19	37.3	27	5.6
Mississippi	9,259	33.2	21	38.3	29	5.1
Missouri	3,057	32.1	19	36.9	26	4.8
Montana	426	26.6	13	34.1	22	7.5
Nebraska	1,138	35.7	24	43.3	37	7.6
Nevada	218	28.6	15	35.9	25	7.3
New Hampshire	250	38.9	29	45.9	42	7.0
New Jersey	6,234	37.6	27	45.3	41	7.7
New Mexico	457	27.1	13	35.2	24	8.1
New York	5,410	34.9	23	44.3	39	9.4
North Carolina	1,271	32.7	20	40.9	33	8.2
North Dakota	278	38.0	28	41.6	34	3.6
Ohio	2,056	30.7	18	39.7	31	9.0
Oklahoma	1,946	30.8	18	36.0	25	5.2
Oregon	621	33.7	22	39.7	31	6.0
Pennsylvania	8,389	37.2	27	41.1	33	3.9
Rhode Island	339	37.6	27	39.3	30	1.7
South Carolina	3,977	25.2	11	32.9	20	7.7
South Dakota	919	33.9	22	38.7	29	4.8
Tennessee	7,159	45.3	41	41.4	34	-3.9
Texas	12,054	36.2	25	39.2	30	3.0
Utah	480	31.2	18	36.9	26	5.7
Vermont	413	29.5	16	35.8	25	6.3
Virginia	2,573	33.4	21	36.4	25	3.0
Washington	1,440	32.3	20	37.4	27	5.1
West Virginia	1,386	35.8	25	39.3	30	3.5
Wisconsin	1,910	32.9	20	39.3	30	6.4
Wyoming	135	37.7	28	41.2	33	3.5
Bureau of Indian Affairs	899	23.2	10	27.0	13	3.8
Total (Weighted)	172,654	34.7	23	38.0	28	3.3
Number of States Reporting	50					

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Table D.5 (contd.)

1990–91 Chapter 1
Annual Math
Advanced Skills

Grade 4

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	5,988	31.7	19	33.3	21	1.6
Alaska	136	34.6	23	37.1	27	2.5
Arizona	2,402	32.5	20	35.5	24	3.0
Arkansas	3,036	34.6	23	40.2	32	5.6
California	37,511	35.2	24	38.2	28	3.0
Colorado	505	30.4	17	35.2	24	4.8
Connecticut						
Delaware	376	33.4	21	35.8	25	2.4
District of Columbia	745	47.2	44	41.2	33	-6.0
Florida						
Georgia	10,157	32.4	20	35.9	25	3.5
Hawaii	164	26.4	13	30.3	17	3.9
Idaho	1,158	31.0	18	36.7	26	5.7
Illinois	5,353	29.0	15	28.9	15	-0.1
Indiana	3,155	36.9	26	38.6	29	1.7
Iowa	835	40.4	32	44.6	39	4.2
Kansas	1,652	31.2	18	37.7	28	6.5
Kentucky	2,638	37.9	28	38.4	29	0.5
Louisiana	4,335	34.8	23	39.6	31	4.8
Maine	900	37.4	27	41.7	34	4.3
Maryland	3,429	28.6	15	25.1	11	-3.5
Massachusetts	1,918	37.9	28	44.7	40	6.8
Michigan	6,901	32.9	20	37.7	28	4.8
Minnesota	4,108	32.3	20	37.4	27	5.1
Mississippi	11,352	34.2	22	36.9	26	2.7
Missouri	2,802	30.2	17	35.4	24	5.2
Montana	437	28.1	14	35.7	24	7.6
Nebraska	1,192	38.2	28	44.6	39	6.4
Nevada	213	29.8	16	33.0	21	3.2
New Hampshire	243	38.4	29	43.2	37	4.8
New Jersey	5,569	30.5	17	34.4	23	3.9
New Mexico	636	29.2	16	32.5	20	3.3
New York	4,586	36.0	25	43.0	37	7.0
North Carolina	2,902	34.6	23	38.9	29	4.3
North Dakota	319	37.4	27	41.0	33	3.6
Ohio	2,912	31.9	19	38.2	28	6.3
Oklahoma	2,683	30.2	17	34.3	22	4.1
Oregon	707	33.7	22	36.9	26	3.2
Pennsylvania	9,221	37.5	27	42.9	36	5.4
Rhode Island	382	37.0	26	39.4	30	2.4
South Carolina	4,340	28.2	15	33.0	21	4.8
South Dakota	882	35.1	24	38.0	28	2.9
Tennessee	7,451	42.4	35	41.9	35	-0.5
Texas	14,460	34.8	23	39.7	31	4.9
Utah	492	31.3	18	39.5	30	8.2
Vermont	361	32.6	20	37.9	28	5.3
Virginia	2,791	32.2	19	37.4	27	5.2
Washington	1,305	33.0	21	38.6	29	5.6
West Virginia	1,961	33.7	22	43.0	37	9.3
Wisconsin	1,686	33.8	22	36.7	26	2.9
Wyoming	183	34.6	23	39.1	30	4.5
Bureau of Indian Affairs	853	26.0	12	25.7	12	-0.3
Total (Weighted)	180,323	34.1	22	37.7	28	3.6
Number of States Reporting	50					

Table D.5 (contd.)

1990-91 Chapter 1
Annual Math
Advanced Skills

Grade 5

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	6,741	31.6	19	33.3	21	1.7
Alaska	143	35.6	24	38.4	29	2.8
Arizona	1,838	32.4	20	36.5	26	4.1
Arkansas	2,918	35.7	24	35.6	24	-0.1
California	41,249	35.5	24	37.2	27	1.7
Colorado	379	31.3	18	36.0	25	4.7
Connecticut						
Delaware	220	28.4	15	26.6	13	-1.8
District of Columbia	732	43.5	37	44.6	39	1.1
Florida						
Georgia	11,226	33.2	21	34.3	22	1.1
Hawaii	179	25.5	12	25.5	12	0.0
Idaho	976	31.5	19	37.1	27	5.6
Illinois	53,835	29.0	15	26.8	13	-2.2
Indiana	3,754	36.2	25	39.1	30	2.9
Iowa	549	44.5	39	46.7	43	2.2
Kansas	1,349	31.8	19	38.4	29	6.6
Kentucky	2,443	38.9	29	36.0	25	-2.9
Louisiana	3,996	36.0	25	40.1	32	4.1
Maine	668	37.7	28	40.5	32	2.8
Maryland	2,356	30.7	18	27.3	14	-3.4
Massachusetts	1,729	37.0	26	41.2	33	4.2
Michigan	6,033	32.8	20	36.7	26	3.9
Minnesota	3,075	32.1	19	36.5	26	4.4
Mississippi	11,553	33.0	21	35.5	24	2.5
Missouri	1,992	29.9	17	35.4	24	5.5
Montana	470	28.3	15	35.6	24	7.3
Nebraska	1,006	37.0	26	43.8	38	6.8
Nevada	244	27.3	14	35.9	25	8.6
New Hampshire	221	55.9	61	43.1	37	-12.8
New Jersey	6,079	29.5	16	32.2	19	2.7
New Mexico	602	26.2	12	35.2	24	9.0
New York	4,373	35.5	24	40.9	33	5.4
North Carolina	3,387	35.2	24	37.6	27	2.4
North Dakota	294	38.0	28	43.1	37	5.1
Ohio	2,733	33.2	21	39.4	30	6.2
Oklahoma	2,271	28.2	15	36.4	25	8.2
Oregon	682	33.9	22	37.5	27	3.6
Pennsylvania	6,978	36.7	26	40.0	31	3.3
Rhode Island	296	36.6	26	40.5	32	3.9
South Carolina	3,801	27.9	14	33.6	21	5.7
South Dakota	829	35.1	24	37.2	27	2.1
Tennessee	6,838	40.3	32	39.9	31	-0.4
Texas	14,200	34.6	23	37.5	27	2.9
Utah	456	30.3	17	34.6	23	4.3
Vermont	277	32.9	20	37.5	27	4.6
Virginia	2,430	33.2	21	38.1	28	4.9
Washington	1,110	33.8	22	37.8	28	4.0
West Virginia	1,766	37.6	27	41.4	34	3.8
Wisconsin	1,460	32.6	20	36.6	26	4.0
Wyoming	198	33.4	21	37.9	28	4.5
Bureau of Indian Affairs	943	24.3	11	25.3	12	1.0
Total (Weighted)	223,877	33.0	21	34.4	23	1.4
Number of States Reporting	50					

Table D.5 (contd.)

1990-91 Chapter 1
Annual Math
Advanced Skills

Grade 6

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	5,426	30.2	17	32.7	20	2.5
Alaska	102	35.4	24	38.1	28	2.7
Arizona	1,638	33.9	22	35.9	25	2.0
Arkansas	2,590	32.8	20	38.5	29	5.7
California	32,979	34.8	23	37.7	28	2.9
Colorado	365	28.0	14	34.0	22	6.0
Connecticut						
Delaware	84	29.3	16	31.8	19	2.5
District of Columbia	687	40.5	32	45.4	41	4.9
Florida						
Georgia	9,024	31.4	18	33.0	21	1.6
Hawaii	152	23.8	10	28.4	15	4.6
Idaho	826	31.7	19	36.0	25	4.3
Illinois	4,954	29.8	16	28.3	15	-1.5
Indiana	3,209	35.1	24	40.2	32	5.1
Iowa	322	44.0	38	48.7	47	4.7
Kansas	894	33.3	21	36.4	25	3.1
Kentucky	1,943	37.5	27	36.5	26	-1.0
Louisiana	2,637	35.8	25	40.1	32	4.3
Maine	666	35.7	24	41.7	34	6.0
Maryland	309	24.1	10	24.2	11	0.1
Massachusetts	1,234	35.9	25	41.9	35	6.0
Michigan	4,060	32.9	20	35.9	25	3.0
Minnesota	2,233	32.6	20	36.4	25	3.8
Mississippi	10,364	32.9	20	37.7	28	4.8
Missouri	1,204	28.2	15	29.8	16	1.6
Montana	349	30.4	17	36.0	25	5.6
Nebraska	750	37.7	28	43.2	37	5.5
Nevada	193	28.8	15	36.5	26	7.7
New Hampshire	223	35.6	24	40.7	33	5.1
New Jersey	6,274	27.2	14	31.9	19	4.7
New Mexico	357	28.0	14	32.1	19	4.1
New York	3,844	35.3	24	41.8	34	6.5
North Carolina	3,875	34.1	22	37.3	27	3.2
North Dakota	281	35.3	24	39.0	30	3.7
Ohio	1,455	31.0	18	37.8	28	6.8
Oklahoma	1,849	31.5	19	33.5	21	2.0
Oregon	585	33.8	22	36.5	26	2.7
Pennsylvania	5,324	34.6	23	38.1	28	3.5
Rhode Island	265	34.4	23	38.7	29	4.3
South Carolina	3,245	26.8	13	30.8	18	4.0
South Dakota	635	32.7	20	39.2	30	6.5
Tennessee	4,790	41.2	33	42.0	35	0.8
Texas	7,650	33.5	21	35.6	24	2.1
Utah	283	26.6	13	33.4	21	6.8
Vermont	271	32.1	19	35.8	25	3.7
Virginia	1,288	32.9	20	37.1	27	4.2
Washington	750	32.2	19	37.7	28	5.5
West Virginia	1,292	34.7	23	37.9	28	3.2
Wisconsin	1,112	32.4	20	35.9	25	3.5
Wyoming	141	34.3	22	40.7	33	6.4
Bureau of Indian Affairs	654	23.7	10	27.2	14	3.5
Total (Weighted)	135,637	33.3	21	36.4	25	3.1
Number of States Reporting	50					

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Table D.5 (contd.)

1990-91 Chapter 1
Annual Math
Advanced Skills

Grade 7

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	2,868	30.4	17	33.4	21	3.0
Alaska	38	31.8	19	34.6	23	2.8
Arizona	882	32.2	19	35.1	24	2.9
Arkansas	1,298	33.4	21	37.4	27	4.0
California	18,919	33.5	21	36.2	25	2.7
Colorado	285	31.6	19	35.6	24	4.0
Connecticut						
Delaware	35	29.1	16	31.0	18	1.9
District of Columbia	138	44.4	39	41.5	34	-2.9
Florida						
Georgia	7,015	30.5	17	34.9	23	4.4
Hawaii						
Idaho	818	32.4	20	37.0	26	4.6
Illinois	2,956	30.1	17	29.6	16	-0.5
Indiana	1,262	35.8	25	34.3	22	-1.5
Iowa	165	40.5	32	50.2	50	9.7
Kansas	515	34.5	23	40.5	32	6.0
Kentucky	1,374	38.0	28	35.4	24	-2.6
Louisiana	855	33.8	22	38.1	28	4.3
Maine	349	34.9	23	39.1	30	4.2
Maryland						
Massachusetts	974	33.3	21	36.8	26	3.5
Michigan	2,706	31.9	19	35.5	24	3.6
Minnesota	878	33.1	21	35.9	25	2.8
Mississippi	7,605	34.0	22	36.1	25	2.1
Missouri	552	27.1	13	29.6	16	2.5
Montana	398	31.2	18	38.0	28	6.8
Nebraska	253	36.7	26	44.0	38	7.3
Nevada	57	28.0	14	28.4	15	0.4
New Hampshire	210	35.5	24	31.7	19	-3.8
New Jersey	4,851	34.0	22	37.7	28	3.7
New Mexico	570	29.1	16	32.3	20	3.2
New York	2,315	35.8	25	38.6	29	2.8
North Carolina	3,365	32.8	20	35.5	24	2.7
North Dakota	179	38.0	28	42.4	35	4.4
Ohio	420	28.9	15	37.2	27	8.3
Oklahoma	1,238	28.9	15	34.2	22	5.3
Oregon	1,300	29.5	16	30.7	18	1.2
Pennsylvania	3,538	32.8	20	37.3	27	4.5
Rhode Island	230	32.5	20	34.2	22	1.7
South Carolina	3,031	27.1	13	32.4	20	5.3
South Dakota	360	34.7	23	37.5	27	2.8
Tennessee	2,497	41.1	33	40.3	32	-0.8
Texas	4,648	31.2	18	35.0	23	3.8
Utah	180	23.7	10	31.8	19	8.1
Vermont	223	31.5	19	36.5	26	5.0
Virginia	441	33.8	22	39.3	30	5.5
Washington	418	32.5	20	35.3	24	2.8
West Virginia	346	26.5	13	33.5	21	7.0
Wisconsin	774	32.6	20	36.5	26	3.9
Wyoming	54	32.9	20	39.4	30	6.5
Bureau of Indian Affairs	585	23.9	10	27.3	14	3.4
Total (Weighted)	84,968	32.7	20	35.7	24	3.0
Number of States Reporting	48					

Table D.5 (contd.)

1990-91 Chapter 1
Annual Math
Advanced Skills

Grade 8

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	2,133	32.4	20	34.7	23	2.3
Alaska	42	30.0	17	27.0	13	-3.0
Arizona	955	32.8	20	36.3	25	3.5
Arkansas	1,342	35.6	24	37.4	27	1.8
California	25,342	36.2	25	36.6	26	0.4
Colorado	335	31.5	19	31.4	18	-0.1
Connecticut						
Delaware	18	26.9	13	27.3	14	0.4
District of Columbia	234	38.3	29	37.5	27	-0.8
Florida						
Georgia	5,495	32.1	19	33.7	22	1.6
Hawaii						
Idaho	537	28.9	15	31.7	19	2.8
Illinois	2,302	30.3	17	30.0	17	-0.3
Indiana	1,354	34.1	22	37.1	27	3.0
Iowa	114	44.1	39	48.6	47	4.5
Kansas	354	38.0	28	39.4	30	1.4
Kentucky	1,239	37.2	27	37.0	26	-0.2
Louisiana	598	34.9	23	36.0	25	1.1
Maine	318	35.6	24	38.0	28	2.4
Maryland						
Massachusetts	590	35.5	24	40.3	32	4.8
Michigan	2,551	32.4	20	34.8	23	2.4
Minnesota	571	32.8	20	32.6	20	-0.2
Mississippi	6,776	35.2	24	37.3	27	2.1
Missouri	365	29.3	16	28.1	14	-1.2
Montana	316	31.4	18	36.6	26	5.2
Nebraska	236	36.3	25	40.3	32	4.0
Nevada	39	21.8	9	23.9	10	2.1
New Hampshire	141	35.0	23	41.8	34	6.8
New Jersey	5,737	28.3	15	30.9	18	2.6
New Mexico	316	27.4	14	34.6	23	7.2
New York	2,146	35.2	24	39.1	30	3.9
North Carolina	3,290	33.7	22	34.3	22	0.6
North Dakota	124	37.7	28	43.1	37	5.4
Ohio	343	33.6	21	33.2	21	-0.4
Oklahoma	1,161	29.1	16	30.8	18	1.7
Oregon	427	30.4	17	34.1	22	3.7
Pennsylvania	2,859	33.9	22	36.2	25	2.3
Rhode Island	261	33.0	21	34.7	23	1.7
South Carolina	1,949	28.1	14	32.1	19	4.0
South Dakota	324	35.5	24	38.4	29	2.9
Tennessee	2,332	41.1	33	41.7	34	0.6
Texas	4,113	33.6	21	34.2	22	0.6
Utah	125	23.5	10	33.3	21	9.8
Vermont	197	31.1	18	34.6	23	3.5
Virginia	236	32.8	20	33.3	21	0.5
Washington	292	31.8	19	36.6	26	4.8
West Virginia	240	30.7	18	30.5	17	-0.2
Wisconsin	756	32.2	19	35.3	24	3.1
Wyoming	45	33.9	22	34.5	23	0.6
Bureau of Indian Affairs	555	25.2	11	27.7	14	2.5
Total (Weighted)	82,125	33.9	22	35.4	24	1.5
Number of States Reporting	48					

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Table D.5 (contd.)

1990-91 Chapter 1
Annual Math
Advanced Skills

Grade 9

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	461	34.9	23	33.8	22	-1.1
Alaska	24	24.5	11	25.3	12	0.8
Arizona	913	32.3	20	32.4	20	0.1
Arkansas	462	33.2	21	35.7	24	2.5
California	15,066	33.6	21	35.1	24	1.5
Colorado	71	25.9	12	27.8	14	1.9
Connecticut						
Delaware	67	35.0	23	32.0	19	-3.0
District of Columbia						
Florida						
Georgia	1,002	25.0	11	29.9	17	4.9
Hawaii						
Idaho	142	32.4	20	33.3	21	0.9
Illinois	2,117	31.0	18	26.9	13	-4.1
Indiana	199	35.2	24	38.9	29	3.7
Iowa	39	43.8	38	51.3	52	7.5
Kansas	336	37.7	28	35.4	24	-2.3
Kentucky	290	37.7	28	33.4	21	-4.3
Louisiana	36	45.7	41	42.9	36	-2.8
Maine	50	33.6	21	42.4	35	8.8
Maryland						
Massachusetts	271	31.4	18	38.9	29	7.5
Michigan	874	34.7	23	31.7	19	-3.0
Minnesota	110	29.2	16	31.4	18	2.2
Mississippi	2,356	35.2	24	35.8	25	0.6
Missouri	27	22.3	9	26.9	13	4.6
Montana	233	30.0	17	34.6	23	4.6
Nebraska	114	37.1	27	43.8	38	6.7
Nevada						
New Hampshire	26	29.4	16	35.8	25	6.4
New Jersey	2,759	28.5	15	31.0	18	2.5
New Mexico	129	33.7	22	36.3	25	2.6
New York	725	33.4	21	39.2	30	5.8
North Carolina	716	30.8	18	31.9	19	1.1
North Dakota	67	39.3	30	40.3	32	1.0
Ohio	36	27.6	14	30.0	17	2.4
Oklahoma	20	25.2	11	25.0	11	-0.2
Oregon	308	27.4	14	35.0	23	7.6
Pennsylvania	1,043	33.4	21	35.2	24	1.8
Rhode Island	21	25.8	12	31.6	19	5.8
South Carolina	636	26.7	13	28.9	15	2.2
South Dakota	76	35.9	25	38.2	28	2.3
Tennessee	108	43.8	38	35.8	25	-8.0
Texas	1,577	36.6	26	37.5	27	0.9
Utah	31	25.9	12	30.4	17	4.5
Vermont	44	25.2	11	36.1	25	10.9
Virginia						
Washington	137	31.4	18	38.3	29	6.9
West Virginia	62	26.6	13	33.8	22	7.2
Wisconsin	540	30.7	18	33.7	22	3.0
Wyoming	42	31.2	18	41.5	34	10.3
Bureau of Indian Affairs	359	26.3	13	30.3	17	4.0
Total (Weighted)	34,722	32.7	20	34.0	22	1.3
Number of States Reporting	45					

Table D.5 (contd.)

1990-91 Chapter 1
Annual Math
Advanced Skills

Grade 10

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	329	33.3	21	29.8	16	-3.5
Alaska	24	26.5	13	28.5	15	2.0
Arizona	285	33.0	21	33.7	22	0.7
Arkansas	268	30.8	18	29.9	17	-0.9
California	9,111	32.2	19	34.6	23	2.4
Colorado	57	26.5	13	31.2	18	4.7
Connecticut						
Delaware	2	42.0	35	27.0	13	-15.0
District of Columbia						
Florida						
Georgia	156	26.3	13	32.4	20	6.1
Hawaii						
Idaho	54	31.3	18	37.8	28	6.5
Illinois	623	28.5	15	28.3	15	-0.2
Indiana	29	28.9	15	33.7	22	4.8
Iowa	41	48.6	47	47.9	46	-0.7
Kansas	214	33.7	22	35.5	24	1.8
Kentucky	61	36.2	25	34.9	23	-1.3
Louisiana						
Maine	10	26.9	13	37.5	27	10.6
Maryland						
Massachusetts	89	30.7	18	31.5	19	0.8
Michigan	256	32.2	19	34.0	22	1.8
Minnesota	25	24.8	11	26.7	13	1.9
Mississippi	1,633	33.2	21	32.8	20	-0.4
Missouri						
Montana	183	31.4	18	35.2	24	3.8
Nebraska	108	38.9	29	44.1	39	5.2
Nevada						
New Hampshire	27	36.0	25	41.5	34	5.5
New Jersey	1,381	16.1	5	18.4	6	2.3
New Mexico	120	31.2	18	41.6	34	10.4
New York	243	31.7	19	35.5	24	3.8
North Carolina	140	28.0	14	31.3	18	3.3
North Dakota	38	37.8	28	37.2	27	-0.6
Ohio	3	44.0	38	35.7	24	-8.3
Oklahoma	20	18.4	6	41.1	33	22.7
Oregon	34	23.9	10	28.2	15	4.3
Pennsylvania	468	30.1	17	32.4	20	2.3
Rhode Island						
South Carolina	390	25.3	12	26.7	13	1.4
South Dakota	28	35.4	24	35.0	23	-0.4
Tennessee	313	56.9	62	54.4	58	-2.5
Texas	1,122	33.8	22	37.9	28	4.1
Utah	16	27.9	14	21.9	9	-6.0
Vermont	20	36.7	26	36.8	26	0.1
Virginia						
Washington	87	30.9	18	35.0	23	4.1
West Virginia	45	28.3	15	35.2	24	6.9
Wisconsin	216	33.3	21	34.3	22	1.0
Wyoming	9	38.8	29	47.3	44	8.5
Bureau of Indian Affairs	272	26.4	13	28.4	15	2.0
Total (Weighted)	18,550	31.2	18	33.2	21	2.0
Number of States Reporting	42					

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Table D.5 (contd.)

1990–91 Chapter 1
Annual Math
Advanced Skills

Grade 11

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	194	30.1	17	28.0	14	-2.1
Alaska	16	27.0	13	31.5	19	4.5
Arizona	162	30.6	17	31.1	18	0.5
Arkansas	266	16.7	5	16.1	5	-0.6
California	8,150	35.0	23	37.2	27	2.2
Colorado	16	23.0	10	23.2	10	0.2
Connecticut						
Delaware	6	26.0	12	57.0	63	31.0
District of Columbia						
Florida						
Georgia	46	23.5	10	26.8	13	3.3
Hawaii						
Idaho	32	28.6	15	35.5	24	6.9
Illinois	250	25.5	12	28.0	14	2.5
Indiana	6	38.7	29	37.3	27	-1.4
Iowa	19	53.2	56	50.0	50	-3.2
Kansas	100	30.9	18	33.6	21	2.7
Kentucky	53	36.1	25	29.1	16	-7.0
Louisiana						
Maine						
Maryland						
Massachusetts	68	26.3	13	26.7	13	0.4
Michigan	103	35.7	24	36.3	25	0.6
Minnesota	6	26.2	12	30.3	17	4.1
Mississippi	1,067	31.5	19	37.2	27	5.7
Missouri						
Montana	110	28.1	14	33.6	21	5.5
Nebraska	74	39.1	30	46.4	43	7.3
Nevada						
New Hampshire	9	35.7	24	33.1	21	-2.6
New Jersey	506	27.1	13	31.2	18	4.1
New Mexico	25	33.6	21	35.6	24	2.0
New York	118	22.1	9	37.5	27	15.4
North Carolina	41	30.0	17	32.6	20	2.6
North Dakota	9	43.9	38	41.8	34	-2.1
Ohio	13	38.4	29	29.5	16	-8.9
Oklahoma						
Oregon	12	20.9	8	21.4	8	0.5
Pennsylvania	159	28.9	15	32.3	20	3.4
Rhode Island						
South Carolina	114	17.4	6	22.4	9	5.0
South Dakota	6	35.0	23	38.8	29	3.8
Tennessee	34	40.0	31	31.0	18	-9.0
Texas	1,019	37.2	27	40.5	32	3.3
Utah	12	22.3	9	30.2	17	7.9
Vermont						
Virginia						
Washington	35	34.0	22	40.3	32	6.3
West Virginia	19	29.1	16	40.2	32	11.1
Wisconsin	35	38.9	29	44.0	38	5.1
Wyoming	3	38.7	29	44.0	38	5.3
Bureau of Indian Affairs	159	26.5	13	27.0	13	0.5
Total (Weighted)	13,072	33.3	21	35.9	25	2.6
Number of States Reporting	39					

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Table D.5 (contd.)

1990-91 Chapter 1
Annual Math
Advanced Skills

Grade 12

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Alabama	188	31.0	18	30.7	18	-0.3
Alaska	13	26.3	13	34.6	23	8.3
Arizona	141	26.5	13	29.9	17	3.4
Arkansas	59	9.3	2	11.5	3	2.2
California	4,233	38.4	29	38.3	29	-0.1
Colorado	6	15.0	4	37.8	28	22.8
Connecticut						
Delaware						
District of Columbia						
Florida						
Georgia	6	19.3	7	24.0	10	4.7
Hawaii						
Idaho	6	27.4	14	28.6	15	1.2
Illinois	171	26.5	13	26.0	12	-0.5
Indiana						
Iowa						
Kansas	25	33.4	21	41.8	34	8.4
Kentucky	89	36.0	25	29.0	15	-7.0
Louisiana						
Maine						
Maryland						
Massachusetts	22	30.9	18	29.4	16	-1.5
Michigan	70	35.9	25	37.1	27	1.2
Minnesota						
Mississippi	226	31.3	18	33.0	21	1.7
Missouri						
Montana	25	30.6	17	38.0	28	7.4
Nebraska	11	34.7	23	44.4	39	9.7
Nevada						
New Hampshire	5	44.4	39	53.4	56	9.0
New Jersey	175	35.1	24	41.6	34	6.5
New Mexico	17	28.7	15	27.8	14	-0.9
New York	2	32.3	20	43.5	37	11.2
North Carolina	16	24.3	11	30.8	18	6.5
North Dakota	6	25.7	12	37.5	27	11.8
Ohio	1	10.0	2	4.0	1	-6.0
Oklahoma						
Oregon	3	20.7	8	24.8	11	4.1
Pennsylvania	39	29.7	16	33.8	22	4.1
Rhode Island						
South Carolina	32	22.1	9	19.4	7	-2.7
South Dakota	1	49.0	48	44.0	38	-5.0
Tennessee						
Texas	486	40.1	32	40.0	31	-0.1
Utah	7	15.4	5	18.9	7	3.5
Vermont						
Virginia						
Washington	7	37.3	27	54.9	59	17.6
West Virginia						
Wisconsin	20	40.9	33	44.7	40	3.8
Wyoming	2	55.0	59	56.5	62	1.5
Bureau of Indian Affairs	148	29.4	16	33.8	22	4.4
Total (Weighted)	6,258	36.4	25	36.9	26	0.5
Number of States Reporting	33					

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Table D.6

Number of Chapter 1 Participants Receiving Reading and Mathematics Services, and Number of Chapter 1 Participants Tested, by Subject Area and by Grade -- 1990-91

Grade	Number Receiving Reading[a/]	Weighted Number Tested for Reading[b/]	Percent	Number Receiving Mathematics[a/]	Weighted Number Tested for Mathematics[b/]	Percent
2	539,866	308,040	57	341,896	141,114	41
3	516,348	323,341	63	327,002	172,654	53
4	462,846	295,912	64	293,119	180,323	62
5	410,661	264,553	64	260,071	223,877	86
6	329,349	197,771	60	208,576	135,637	65
7	245,851	128,375	52	155,697	84,968	55
8	217,471	117,206	54	137,724	82,125	60
9	166,385	53,048	32	105,371	34,722	33
10	95,810	30,342	32	60,676	18,550	31
11	64,034	20,706	32	40,552	13,072	32
12	42,105	9,864	23	26,665	6,258	23
Overall	3,090,726	1,749,158	57	1,957,349	1,093,300	56

a/ The following steps were performed to calculate the numbers in these columns: (1) the distribution of participants by grade was calculated for each State; (2) the numbers of participants receiving reading and receiving mathematics services were multiplied by the percentages from step 1 for each grade and for each State; (3) the numbers of participants in pre-K, kindergarten, and first grade, and ungraded participants were subtracted from the totals in step 2; and (4) the national totals for the number receiving reading and the number receiving mathematics services were calculated by adding the figures by grade for each State.

b/ Data for annual test cycle, advanced skills test only.

APPENDIX E

NATIONAL ACHIEVEMENT INFORMATION FROM 1979-80 TO 1990-91 EXPRESSED IN PERCENTILES

This appendix provides information expressed in percentiles for the twelve-year period 1979-80 to 1990-91 in the following order:

- Table E.1 -- basic skills reading achievement posttest percentiles and changes from pretest in percentile ranks for Chapter 1 students tested on an annual cycle -- 1979-80 to 1990-91;
- Table E.2 -- basic skills mathematics achievement posttest percentiles and changes from pretest in percentile ranks for Chapter 1 students tested on an annual cycle -- 1979-80 to 1990-91;
- Table E.3 -- basic skills reading achievement pretest percentiles for Chapter 1 students tested on an annual cycle -- 1979-80 to 1990-91; and
- Table E.4 -- basic skills mathematics achievement pretest percentiles for Chapter 1 students tested on an annual cycle -- 1979-80 to 1990-91.

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Table E.1

Basic Skills Reading Achievement Posttest Percentiles and Changes from Pretest in Percentile Ranks for Chapter 1 Students Tested on an Annual Cycle -- 1979-80 to 1990-91

Grade	Posttest Percentile											
	79-80	80-81	81-82	82-83	83-84	84-85	85-86	86-87	87-88	88-89	89-90	90-91
2	29	29	29	32	31	30	30	28	27	28	26	26
3	26	28	25	29	28	27	28	26	26	26	24	25
4	26	26	26	28	28	27	29	28	27	27	25	26
5	25	27	27	28	28	27	28	27	26	26	24	24
6	26	28	28	29	28	26	28	27	27	26	24	23
7	24	25	26	27	27	27	26	26	25	24	23	23
8	24	25	27	26	26	25	25	25	24	24	23	23
9	21	23	24	25	25	22	24	24	22	22	21	23
10	16	19	18	20	19	20	21	24	23	22	20	23
11	11	20	18	18	17	20	22	22	22	22	20	21
12	13	16	17	16	16	17	20	18	21	18	18	19

Grade	Changes in Percentile Ranks											
	79-80	80-81	81-82	82-83	83-84	84-85	85-86	86-87	87-88	88-89	89-90	90-91
2	2	2	2	2	2	3	2	4	4	5	5	8
3	4	5	3	4	4	4	4	5	5	4	4	5
4	3	4	4	4	4	5	5	6	5	5	4	6
5	3	5	5	5	5	6	5	4	4	3	3	4
6	4	6	5	6	5	5	5	5	5	4	4	3
7	2	3	4	3	4	6	4	3	4	3	4	4
8	3	4	5	4	4	4	4	3	4	3	4	3
9	2	4	4	4	3	2	3	2	3	3	3	3
10	-1	2	1	2	1	2	2	2	2	2	3	4
11	-3	3	1	-1	0	2	3	3	2	3	3	3
12	2	0	2	0	1	0	0	2	0	1	3	4

Table E.2

Basic Skills Mathematics Achievement Posttest Percentiles and Changes from Pretest in Percentile Ranks for Chapter 1 Students Tested on an Annual Cycle -- 1979-80 to 1990-91

	Posttest Percentile											
Grade	79-80	80-81	81-82	82-83	83-84	84-85	85-86	86-87	87-88	88-89	89-90	90-91
2	36	39	35	41	40	38	39	38	38	38	36	35
3	31	33	31	37	36	34	35	33	34	33	31	31
4	30	33	32	33	33	33	33	33	33	32	32	32
5	29	32	33	35	34	34	35	33	32	33	30	30
6	30	33	33	35	34	33	36	33	32	32	31	30
7	26	28	29	32	30	30	32	32	30	28	28	27
8	26	29	30	32	32	32	32	30	30	29	27	26
9	23	26	27	31	31	29	30	34	27	28	25	25
10	18	22	22	27	24	27	32	32	38	29	24	28
11	23	23	25	28	26	30	36	33	30	31	25	25
12	23	22	22	26	24	29	35	29	31	31	27	24

	Changes in Percentile Ranks											
Grade	79-80	80-81	81-82	82-83	83-84	84-85	85-86	86-87	87-88	88-89	89-90	90-91
2	2	5	5	3	6	6	9	10	11	11	12	14
3	1	3	5	5	6	4	6	7	7	7	7	8
4	3	6	5	4	5	6	6	8	8	7	9	9
5	4	4	6	8	7	7	9	7	7	7	6	7
6	6	8	6	8	7	6	7	7	7	6	7	7
7	4	3	5	7	5	6	6	5	4	4	5	5
8	4	5	5	6	5	5	4	4	5	4	3	3
9	1	1	2	3	1	2	2	5	4	4	4	3
10	-2	1	0	2	1	2	4	3	4	4	4	4
11	1	2	1	1	2	3	4	3	3	3	4	3
12	2	0	1	0	3	2	2	4	-1	1	4	5

Table E.3

Basic Skills Reading Achievement Pretest Percentiles for Chapter 1
Students Tested on an Annual Cycle -- 1979-80 to 1990-91

Grade	Pretest Percentiles											
	79-80	80-81	81-82	82-83	83-84	84-85	85-86	86-87	87-88	88-89	89-90	90-91
2	27	27	27	30	29	27	28	24	23	23	21	18
3	22	23	22	25	24	23	24	21	21	22	20	20
4	23	22	22	24	24	22	24	22	22	22	21	20
5	22	22	22	23	23	21	23	23	22	23	21	20
6	22	22	23	23	23	21	23	22	22	22	20	20
7	22	22	22	24	23	21	22	23	21	21	19	19
8	21	21	22	22	22	21	21	22	20	21	19	20
9	19	19	20	21	22	20	21	22	19	19	18	20
10	17	17	17	18	18	18	19	22	21	20	17	19
11	14	17	17	19	17	18	19	19	20	19	17	18
12	11	16	15	16	15	17	20	16	21	17	15	15

Table E.4

Basic Skills Mathematics Achievement Pretest Percentiles for Chapter 1
Students Tested on an Annual Cycle -- 1979-80 to 1990-91

Grade	Pretest Percentiles											
	79-80	80-81	81-82	82-83	83-84	84-85	85-86	86-87	87-88	88-89	89-90	90-91
2	34	34	30	38	34	32	30	27	27	27	24	21
3	30	30	26	32	30	30	29	26	27	26	24	23
4	27	27	27	29	28	27	27	25	25	25	23	23
5	25	28	27	27	27	27	26	26	25	26	24	23
6	23	25	26	27	27	27	29	26	25	26	24	23
7	22	25	24	25	25	24	26	27	26	24	23	22
8	22	24	25	26	27	27	28	26	25	25	24	23
9	22	25	25	28	30	27	28	29	23	24	21	22
10	20	21	22	25	23	25	28	29	24	25	20	24
11	22	21	24	27	24	27	32	30	27	28	21	22
12	21	22	21	26	21	27	32	25	32	30	23	19

APPENDIX F

NATIONAL ACHIEVEMENT INFORMATION FOR 1990-91 AND 1979-80 TO 1990-91 EXPRESSED IN NORMAL CURVE EQUIVALENTS

This appendix provides achievement information expressed in normal curve equivalents (NCEs) for 1990-91 as well as for the twelve-year period 1979-80 to 1990-91 in the following order:

- Table F.1 -- basic skills reading achievement results expressed in NCEs for Chapter 1 students tested on an annual cycle -- 1990-91;
- Table F.2 -- basic skills mathematics achievement results expressed in NCEs for Chapter 1 students tested on an annual cycle -- 1990-91;
- Table F.3 -- basic skills other language arts achievement results expressed in NCEs for Chapter 1 students tested on an annual cycle -- 1990-91;
- Table F.4 -- advanced skills reading achievement results expressed in NCEs for Chapter 1 students tested on an annual cycle -- 1990-91;
- Table F.5 -- advanced skills mathematics achievement results expressed in NCEs for Chapter 1 students tested on an annual cycle -- 1990-91;
- Table F.6 -- basic skills reading achievement NCE gain scores for Chapter 1 students tested on an annual cycle -- 1979-89 to 1990-91; and
- Table F.7 -- basic skills mathematics achievement NCE gain scores for Chapter 1 students tested on an annual cycle -- 1979-89 to 1990-91.

Table F.1

Basic Skills Reading Achievement Results Expressed in NCEs
for Chapter 1 Students Tested on an Annual Cycle -- 1990-91

Grade	Weighted Number Tested	Number of States Reporting	NCE		
			Pretest	Posttest	Gain
2	250,134	41	31.0	36.5	5.5
3	263,365	42	32.3	35.9	3.6
4	239,290	42	32.8	36.5	3.7
5	208,548	42	32.9	35.4	2.5
6	154,223	42	32.4	35.0	2.6
7	105,929	40	31.6	34.5	2.9
8	88,762	40	32.5	34.4	1.9
9	36,724	39	32.3	34.9	2.6
10	17,887	37	32.1	34.5	2.4
11	9,609	37	30.8	33.4	2.6
12	4,446	33	28.5	31.5	3.0
Grades 2-12 for the 42 States that reported data	1,378,917		32.2	35.7	3.5

Table F.2

Basic Skills Mathematics Achievement Results Expressed in NCEs
for Chapter 1 Students Tested on an Annual Cycle -- 1990-91

Grade	Weighted Number Tested	Number of States Reporting	NCE		
			Pretest	Posttest	Gain
2	109,650	41	33.1	42.2	9.1
3	136,107	42	34.8	39.7	4.9
4	145,189	42	34.5	40.2	5.7
5	134,100	42	35.0	39.3	4.3
6	105,562	42	34.5	39.0	4.5
7	68,224	40	34.3	37.5	3.2
8	61,713	40	35.0	37.0	2.0
9	25,215	37	34.2	36.3	2.1
10	10,098	35	35.2	37.7	2.5
11	4,964	35	33.7	36.2	2.5
12	2,033	29	32.2	35.1	2.9
Grades 2-12 for the 42 States that reported data	802,855		34.5	39.4	4.9

Table F.3

Basic Skills Other Language Arts Achievement Results Expressed in NCEs
for Chapter 1 Students Tested on an Annual Cycle -- 1990-91

Grade	Weighted Number Tested	Number of States Reporting	NCE		
			Pretest	Posttest	Gain
2	32,264	34	31.5	36.0	4.5
3	36,191	35	31.1	36.1	5.0
4	32,556	36	31.5	34.7	3.2
5	31,278	36	31.7	34.6	2.9
6	28,369	33	31.3	34.2	2.9
7	27,519	34	31.6	34.0	2.4
8	24,857	33	31.6	34.0	2.4
9	14,309	33	33.0	35.2	2.2
10	7,348	31	33.3	35.4	2.1
11	4,246	29	33.0	34.5	1.5
12	2,240	27	31.1	32.0	0.9
Grades 2-12 for the 36 States that reported data	241,177		31.6	34.9	3.3

Table F.4

Advanced Skills Reading Achievement Results Expressed in NCEs
for Chapter 1 Students Tested on an Annual Cycle -- 1990-91

Grade	Weighted Number Tested	Number of States Reporting	NCE		
			Pretest	Posttest	Gain
2	308,040	48	31.1	36.1	5.0
3	323,341	49	31.9	35.8	3.9
4	295,912	49	32.7	36.4	3.7
5	264,553	49	33.0	35.6	2.6
6	197,771	49	32.8	35.7	2.9
7	128,375	48	32.4	35.2	2.8
8	117,206	48	33.6	35.4	1.8
9	53,048	47	32.3	34.6	2.3
10	30,342	45	32.1	34.1	2.0
11	20,706	44	31.6	33.6	2.0
12	9,864	42	31.6	32.4	0.8
Grades 2-12 for the 49 States that reported data	1,749,158		32.3	35.7	3.4

Table F.5

Advanced Skills Mathematics Achievement Results Expressed in NCEs
for Chapter 1 Students Tested on an Annual Cycle -- 1990-91

Grade	Weighted Number Tested	Number of States Reporting	NCE		
			Pretest	Posttest	Gain
2	141,114	49	35.8	40.1	4.3
3	172,654	50	34.7	38.0	3.3
4	180,323	50	34.1	37.7	3.6
5	223,877	50	33.0	34.4	1.4
6	135,637	50	33.3	36.4	3.1
7	84,968	48	32.7	35.7	3.0
8	82,125	48	33.9	35.4	1.5
9	37,722	45	32.7	34.0	1.3
10	18,550	42	31.2	33.2	2.0
11	13,072	39	33.3	35.9	2.6
12	6,258	33	36.4	36.9	0.5
Grades 2-12 for the 50 States that reported data	1,093,300		33.9	36.7	2.8

Table F.6

Basic Skills Reading Achievement NCE Gain Scores for Chapter 1 Students
Tested on an Annual Cycle -- 1979-89 to 1990-91

Grade	NCE Gain Score											
	79-80	80-81	81-82	82-83	83-84	84-85	85-86	86-87	87-88	88-89	89-90	90-91
2	1.0	1.3	1.2	0.9	1.0	1.5	1.1	2.8	2.8	3.4	3.9	5.5
3	2.4	3.2	2.2	2.8	3.0	2.6	2.8	3.3	3.3	3.0	3.3	3.6
4	1.9	3.1	2.7	2.6	2.9	3.5	3.1	3.5	3.5	3.3	3.4	3.7
5	2.3	3.2	3.3	3.2	3.1	3.8	3.1	2.5	2.6	2.6	2.5	2.5
6	3.2	4.0	3.4	3.4	3.2	3.5	3.5	3.1	3.2	2.8	3.0	2.6
7	1.9	2.1	2.4	2.2	2.5	4.0	2.6	2.5	2.5	2.6	2.8	2.9
8	2.2	3.0	3.1	3.1	2.4	2.5	2.6	2.1	2.6	2.0	2.4	1.9
9	1.9	2.2	2.4	2.7	1.6	1.5	2.4	1.4	2.2	2.2	2.8	2.6
10	-0.6	1.4	0.8	1.5	1.1	1.5	1.3	1.0	1.1	1.9	2.2	2.4
11	-2.0	2.4	0.5	-0.6	0.3	1.7	1.8	1.8	1.6	2.0	2.5	2.6
12	1.5	0.3	1.7	-0.3	0.3	0.0	-0.3	1.5	0.0	0.8	2.2	3.0

Table F.7

Basic Skills Mathematics Achievement NCE Gain Scores for Chapter 1 Students
Tested on an Annual Cycle -- 1979-89 to 1990-91

Grade	NCE Gain Score											
	79-80	80-81	81-82	82-83	83-84	84-85	85-86	86-87	87-88	88-89	89-90	90-91
2	1.2	2.6	3.3	1.7	3.2	4.0	5.2	6.0	6.7	6.5	7.0	9.1
3	0.5	2.1	3.3	2.4	3.2	2.5	3.6	4.2	4.1	3.9	4.5	4.9
4	1.8	3.3	2.7	2.7	3.1	3.3	3.9	4.7	5.0	4.7	5.4	5.7
5	2.5	2.7	3.7	4.5	4.4	4.3	5.3	4.1	4.3	4.2	4.0	4.3
6	3.9	4.7	4.3	4.9	4.0	3.5	4.0	4.0	4.5	3.9	4.3	4.5
7	2.2	1.8	3.0	4.4	3.5	4.0	3.7	3.0	2.6	2.5	3.0	3.2
8	2.9	3.1	3.3	3.6	3.1	2.8	2.4	2.5	2.8	2.2	2.5	2.0
9	0.9	0.8	1.3	2.2	0.7	0.7	1.3	2.7	2.8	2.3	3.1	2.1
10	-1.0	0.7	0.3	1.4	0.5	1.4	1.9	1.9	2.4	2.5	2.9	2.5
11	0.8	1.3	0.5	0.8	1.1	2.3	2.2	2.1	1.9	1.8	2.3	2.5
12	1.2	-0.1	0.7	0.3	1.9	1.9	1.1	2.4	-0.4	0.8	2.7	2.9

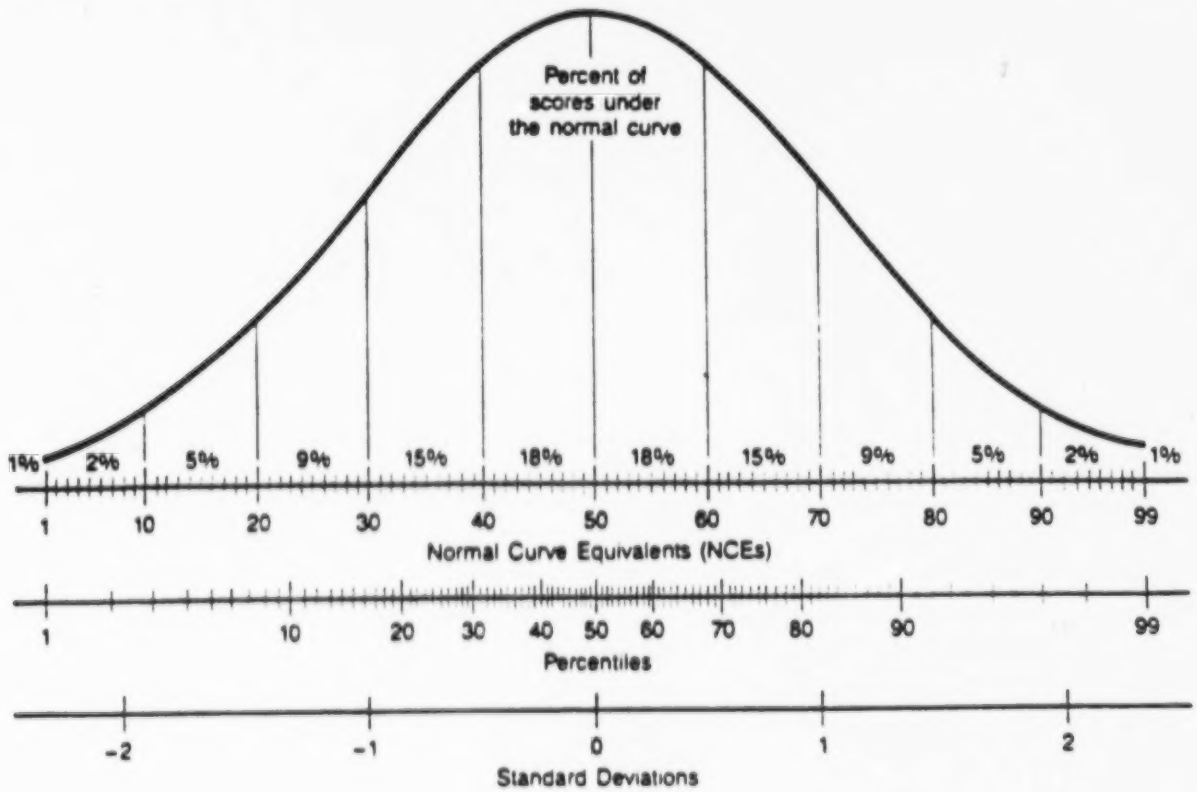
APPENDIX G

PERCENTILE RANKS AND NORMAL CURVE EQUIVALENTS

The achievement information in the body of the text is presented in percentile ranks. Percentile ranks indicate the percentage of students nationwide that obtained scores lower than that particular achievement level. A percentile rank of 50, for example, indicates the achievement level which 50 percent of all students scored below. Percentile ranks must be interpreted cautiously because they are not based on an equal-interval scale. This means that a child who increases achievement by 10 percentile points, from 45 to 55 for example, has not learned the same amount as a child who increases from 85 to 95. Percentile ranks cannot, therefore, be used for averaging student achievement gains since each point of gain does not represent the same amount of learning.

Another measure, which is derived from percentile rankings, the Normal Curve Equivalent (NCE), is an equal-interval scale. Therefore, any identical increase represents the same amount of increase, whether the increase came between 45 and 55 NCEs or between 85 and 95 NCEs.

Figure G.1 is a graphic depiction of the relationship between NCEs and percentile ranks.

Figure G.1

Relationship of NCEs and Percentiles